DOCUMENT RESUME

ED 457 984 PS 029 825

AUTHOR Dodge, Diane Trister; Colker, Laura J.; Heroman, Cate
TITLE The Creative Curriculum[R] for Preschool: Developmental Continuum Assessment Toolkit for Ages 3-5.
INSTITUTION Teaching Strategies, Inc., Washington, DC.
ISBN ISBN-1-879537-48-6
PUB DATE 2001-00-00
NOTE 132p.; For previous Creative Curriculums, see ED 342 487, ED 426 777, ED 437 138, and ED 443 589.
AVAILABLE FROM Teaching Strategies, Inc., P.O. Box 42243, Washington, DC 20015 (Item #C20130, Complete boxed set includes the Creative Curriculum, Teacher's Guide, Goals and Objectives Poster, Class Summary Worksheet, Individual Child Profile (25), and Child Progress and Planning Report (75), $89.95). Tel: 800-637-3652 (Toll Free); Web site: http://www.TeachingStrategies.com.
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Check Lists; *Child Development; Cognitive Development; *Creative Teaching; Developmentally Appropriate Practices; Emotional Development; Evaluation Criteria; Evaluation Methods; *Preschool Children; *Preschool Curriculum; Preschool Education; Social Development; *Student Evaluation

ABSTRACT

Intended for use with the Creative Curriculum for Early Childhood, this integrated ongoing student assessment toolkit is designed for preschool teachers to help them focus on all aspects of a child's development, thereby giving them a way to ensure that all children in their classes are making progress. The assessment kit uses a strength-based approach and is based on observations taken within the context of classroom activities. The kit provides tools to collect data and analyze children's progress as part of demonstrating program outcomes and management accountability. The goals and objectives cover the Head Start domains and required domain elements and indicators. The toolkit contains: (1) the Creative Curriculum Developmental Continuum, showing the developmental steps children go through for each of 50 curriculum objectives related to social/emotional, physical, cognitive, and language development; (2) a teacher's guide, providing guidance on implementing an assessment system linking directly to planning for a group of children and individual children; (3) a poster for classroom display delineating goals and objectives; (4) a class summary worksheet to allow teachers to track and pinpoint progress for all children in the group on each of the 50 objectives; (5) individual child profile forms used to document each child's progress at three checkpoints during the year (fall, winter, and spring); and (6) child progress and planning reports used to summarize a child's progress, gain input from the family, and plan together for the next steps. (KB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 457 984

THE CREATIVE CURRICULUM® FOR PRESCHOOL

DEVELOPMENTAL CONTINUUM ASSESSMENT TOOLKIT

FOR AGES 3-5

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY
L. Bram
2A TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

PS 029825

BEST COPY AVAILABLE

CREATIVE CURRICULUM FOR PRESCHOOL

DEVELOPMENTAL CONTINUUM ASSESSMENT TOOLKIT FOR AGES

The Creative Curriculum® Developmental Continuum Assessment System provides the tools to gather and evaluate information about children as part of their ongoing work in the classroom. With this comprehensive system you link observation and assessment to the goals and objectives in _The Creative Curriculum® for Preschool_.

Teachers make decisions every day. When you use a curriculum based on child development research—that tells you what to expect of children at any given developmental stage—you can set up an environment and plan experiences that support children's growth and learning. In using that curriculum to guide your planning, you shape instruction based on what you observe about children. Assessment gives you the information you need to make good decisions, whether they relate to the program itself or to individual children. The more information you have, the better your decisions.

EFFECTIVE ASSESSMENT REQUIRES:

- A clear understanding of what you want children to learn—the curriculum goals and objectives.
- Knowing the developmental steps you can expect children to go through in mastering each objective.
- Observing children each day and documenting what you see.
- Summarizing what you learn about each child so that you can partner with parents and use the information to make decisions that will help each child grow and learn.

BEST COPY AVAILABLE

This Toolkit provides the guidance you need to get started with daily observations and all the assessment materials you need to evaluate a typical classroom of children for a full program year.

CONTENTS:

- _A Teacher's Guide to Using The Creative Curriculum® Developmental Continuum Assessment System_
- _The Creative Curriculum®_ Developmental Continuum for Ages 3-5
- _The Creative Curriculum®_ Goals and Objectives Poster
- Class Summary Worksheet (1)
- Individual Child Profile (25)
- Child Progress and Planning Report (75)

TEACHING STRATEGIES

Teaching Strategies, Inc.
P.O. Box 42243
Washington, DC 20015
202-362-7543
www.TeachingStrategies.com

ISBN 1-879537-48-6

9 781879 537486 90000

A Teacher's Guide

To Using

The Creative Curriculum®

Developmental Continuum Assessment System

THE CREATIVE CURRICULUM® FOR PRESCHOOL

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY
L. Bream
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
2A

PS 022825

Diane Trister Dodge
Laura J. Colker
Cate Heroman

A Teacher's Guide

To Using

The Creative Curriculum®

Developmental Continuum Assessment System

Diane Trister Dodge
Laura J. Colker
Cate Heroman

Editor: Toni Bickart
Design: Graves Fowler Associates

Copyright ©2001 Teaching Strategies, Inc.

All rights reserved. No part of this book may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems—except in the case of brief quotations embodied in critical articles or reviews—without the prior written permission of Teaching Strategies, Inc.

Published by:
Teaching Strategies, Inc.
P.O. Box 42243
Washington, DC 20015
www.TeachingStrategies.com

Printed and bound in the United States

ISBN: 1-879537-54-0

Acknowledgments

The Creative Curriculum® Developmental Continuum forms the core of this Toolkit. We began work on the Continuum in 1998 when we convened a group to review *The Creative Curriculum*'s child development goals and objectives. Special thanks to Dr. Carol Copple, who took a lead role in this effort and continued to review and help us refine subsequent drafts. Derry G. Koralek, Monica Vacca, and Elizabeth Servidio also provided invaluable assistance in this task. We want to acknowledge Whit Hayslip, Coordinator of Infant and Preschool Programs, Division of Special Education, Los Angeles Unified School District and Karen Krische, program specialist, who arranged for a group of special education preschool teachers to work on the Continuum with Dr. M. Diane Klein, Chair of the Special Education Division at California State University, Los Angeles. This group developed the Forerunners, piloted the instrument in their classrooms, and generously shared their experiences. We also want to thank the Mesa Public Schools (Preschool Program), Arizona and the Summit Child Care Program, New Jersey for their help with an initial field test of the Continuum.

During 2000-2001, Dr. Martha Abbott-Shim of Quality Assist, Inc. conducted a study to determine the validity and reliability of *The Creative Curriculum* Developmental Continuum. A total of 41 classrooms were involved in the reliability study which included child care (43%), Head Start (31%), and public preschool (26%) programs. We thank the supervisors and teachers in the following programs: Summit Child Care Programs, Summit, NJ; Mesa Public Schools, Mesa, AZ; Salida Union School District Head Start, Modesto, CA; and five programs in Louisiana: Ascension Parish Head Start; Ouachita Parish School System, St. Tammany Parish School System, Lafourche Parish School System, and the Baton Rouge Country Day School. We also want to acknowledge the 40 early childhood experts who participated in the content validity study of the Developmental Continuum. This group included professors, trainers, directors, and teachers. The Technical Report on the Reliability and Validity of *The Creative Curriculum* Developmental Continuum can be found on our web site: www.TeachingStrategies.com.

The Toolkit reflects the input of many colleagues at Teaching Strategies who helped refine the assessment tools. Toni Bickart, editor in chief, improved many drafts and made sure that our instructions were clear and accurate. Doug Gritzmacher, our production coordinator, and Rachel Friedlander Tickner, editorial assistant, cheerfully revised many versions of the forms. Sharon Yandian, director of training, and Fran Simon, web editor, offered thoughtful comments and feedback on the content. Larry Bram, director of marketing, helped to propel the project forward. We are very grateful to have such a dedicated staff, committed to ensuring the highest quality products.

Table of Contents

Introduction v

1. Curriculum Goals and Objectives: A Roadmap for Assessment 1

Looking at Objectives on a Continuum 1

The Creative Curriculum Goals and Objectives 4

2. Collecting Facts 21

Setting Up a System 21

Observing and Documenting Children's Learning 23

Maintaining a Portfolio for Each Child 25

3. Analyzing and Evaluating Facts 27

Analyzing Facts 27

Evaluating Children's Progress 28

4. Planning for Each Child and the Group 31

Using What You Learn to Make Decisions 31

Planning for Each Child Using the Child Progress and Planning Report 32

Planning for a Group of Children 36

5. Using Technology to Analyze and Report on Group Progress 39

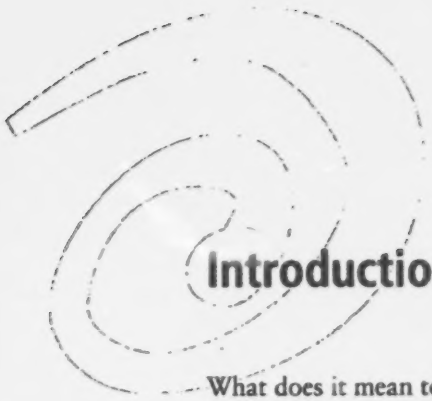
The Creative Curriculum Progress and Outcomes Reporting Tool 39

Appendices 45

A. *The Creative Curriculum* Goals and Objectives at a Glance ... 47

B. Additional Gross Motor Skills 48

References 50



Introduction

What does it mean to implement a curriculum? How do you plan for a group of children and for each child? How do you know that every child in your classroom is making progress? How do you demonstrate that your program is effective in helping children grow and learn?

These are critical questions for everyone involved in early childhood education: curriculum developers, teachers who implement the curriculum in their classrooms, administrators who are held accountable for positive outcomes, and parents who want to be sure their children are progressing. A critical factor in successfully implementing any developmentally appropriate curriculum and meeting the needs of every child is having in place an assessment system that reflects the curriculum's goals and objectives for children.

How Assessment and Curriculum Are Linked

Teachers are decision makers. You use a curriculum that is based on child development research—which tells you what to expect of children at a given stage of development—so that you can set up an environment and plan experiences that support children's growth and learning. In using that curriculum to guide your planning, you make decisions every day:

- Is our room arrangement making it easy for children to focus on an activity?
- Are the children able to make choices, and do they take care of materials?
- Is the daily schedule meeting the needs of the children for active and quiet times?
- How can we make transitions smoother?
- When is a good time to introduce new props in the block area?
- What are children interested in learning more about?

As a teacher, you also make countless decisions on a daily basis about individual children:

- Will it help Setsuko pay attention during story time if she sits near me?

- How can I help Malik learn how to make a friend?
- Leo falls apart at naptime every day. What can we do to make this period easier for him?
- Crystal is excited about her new puppy. How can we build on this new interest to promote her language and literacy skills?
- Devon has been building the same block structure for weeks. Is he stuck? How can I extend his interest in block building?

Assessment gives you the information you need to make these decisions about the program or about individual children. The more information you have, the better your decisions. Effective assessment requires:

- Understanding what you want children to learn—the curriculum goals and objectives.
- Knowing the developmental steps you can expect children to go through to accomplish each objective.
- Observing children each day and documenting what you see and hear.
- Collecting information about each child by talking with families and keeping samples and photographs of children's work over time.
- Summarizing what you learn about each child to share with families and planning together how best to support the child's learning.

The Creative Curriculum® for Early Childhood, 3rd ed., published in 1992, includes the Child Development and Learning Checklist based on *The Creative Curriculum*'s goals and objectives. The Checklist provides teachers with a structure for observing children to plan for each child. Since 1992, we have continued to follow the research and refine our approach. In addition, early childhood programs have come under increasing pressure, in some cases mandates, to show that all children are making progress and that the program is effective.

We now have more specific guidance to clarify the critical link between assessment and curriculum. There are standards for content areas (literacy, math, science, social studies, the arts, and technology), new research on how children learn best, and greater clarity about developmentally appropriate practice. Our ongoing work with teachers implementing *The Creative Curriculum* convinced us of the need to take a new look at our goals and objectives, to make the link between our Curriculum and assessment more explicit, and to design practical tools to make this process efficient and meaningful. The result of our efforts is *The Creative Curriculum* Developmental Continuum Assessment Toolkit.

Contents of the Toolkit

This Toolkit provides all the assessment materials you need to implement *The Creative Curriculum* in your preschool program.

- *A Teacher's Guide to Using The Creative Curriculum Developmental Continuum Assessment System* provides guidance on implementing an assessment system that links directly to planning for a group of children and for each child.
- *The Creative Curriculum* Developmental Continuum for Ages 3-5 shows the developmental steps children go through for each of the 50 objectives.
- *The Creative Curriculum* Goals and Objectives Poster can be displayed in your classroom as a quick reference.
- The Class Summary Worksheet enables you to track and pinpoint progress for all of the children in your group on each of the 50 objectives.
- The Individual Child Profile is used to document each child's progress at three checkpoints during the year—fall, winter, and spring.
- Child Progress and Planning Reports are used to summarize a child's progress, gain input from the family, and plan together for the next steps.

Overview of the *Teacher's Guide*

The purpose of the *Teacher's Guide to Using The Creative Curriculum Developmental Continuum Assessment System* is to help implement an ongoing assessment process as you use *The Creative Curriculum* in your preschool program. It contains the following chapters:

Curriculum Goals and Objectives: A Roadmap for Assessment

Goals and objectives are like a roadmap; they give you a direction for planning your program and a way to determine what children know and how they are progressing. Just as you read road signs or check a map when you take a trip to make sure you're on the right course, you also need a roadmap to chart each child's progress. In this chapter we introduce you to *The Creative Curriculum* Developmental Continuum, which shows the progress you can expect for 3- to 5-year-olds for each of the Curriculum's 50 objectives. It includes forerunners for children who may not be developing at a typical level but still exhibit strengths on which you can build.

Collecting Facts

The first step in linking curriculum planning and assessment is collecting facts—learning as much as possible about each child. Ongoing observation is the primary way teachers collect objective facts. To help you remember and use what you learn from your observations, you need systems for documenting what you see. This part of the guide offers practical ideas for observing and documenting your observations and collecting samples of children's work over time to keep in their portfolios.

Analyzing and Evaluating Facts

Observation notes and samples of children's work reveal a wealth of information that needs to be organized, analyzed, and evaluated so you can determine exactly where a child is developmentally. For this stage in the assessment process, you have *The Creative Curriculum* Goals and Objectives at a Glance, the Developmental Continuum, the Class Summary Worksheet, and the Individual Child Profile forms.

Planning for Each Child and the Group

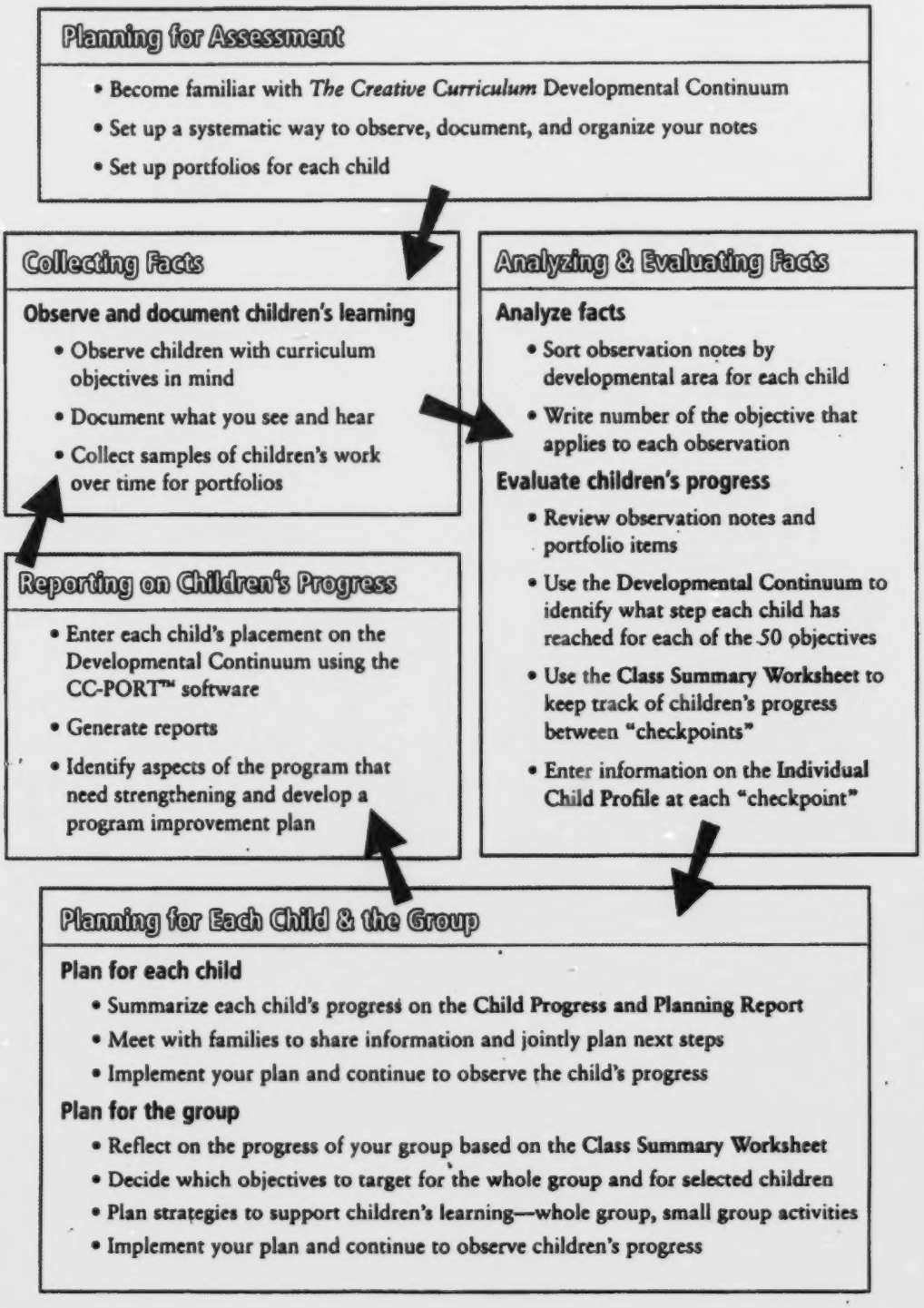
The information you now have that shows where each child is in relation to Curriculum objectives enables you to develop a plan to meet each child's needs. You review and summarize what you have learned about a child on the Child Progress and Planning Report, then meet with families to exchange information and plan the next steps. You also plan for your group of children by reviewing the information on the Class Summary Worksheet so you know how best to plan for the group while considering who may need more focused support and instruction in a given skill.

Using Technology to Analyze and Report on Group Progress

Who else needs the information you have on children's progress, and exactly what information will be helpful to them? In addition to families and teachers, administrators and funders ask for documentation on what outcomes the program achieves for children. Not included in the Toolkit but available separately is *The Creative Curriculum Progress and Outcomes Reporting Tool* software (CC-PORT™). This software package enables programs to generate reports that summarize the progress of groups of children in multiple classrooms and at multiple sites. With these reports you can evaluate program effectiveness and plan accordingly.

To help you see how all the steps in the assessment process are related, the figure on the next page illustrates the ongoing relationship between assessment and curriculum.

Linking Curriculum and Assessment


Planning for Assessment
• Become familiar with *The Creative Curriculum* Developmental Continuum
• Set up a systematic way to observe, document, and organize your notes
• Set up portfolios for each child
Collecting Facts
Observe and document children's learning
• Observe children with curriculum objectives in mind
• Document what you see and hear
• Collect samples of children's work over time for portfolios
Analyzing & Evaluating Facts
Analyze facts
• Sort observation notes by developmental area for each child
• Write number of the objective that applies to each observation
Evaluate children's progress
• Review observation notes and portfolio items
• Use the Developmental Continuum to identify what step each child has reached for each of the 50 objectives
• Use the Class Summary Worksheet to keep track of children's progress between "checkpoints"
• Enter information on the Individual Child Profile at each "checkpoint"
Reporting on Children's Progress
• Enter each child's placement on the Developmental Continuum using the CC-PORT™ software
• Generate reports
• Identify aspects of the program that need strengthening and develop a program improvement plan
Planning for Each Child & the Group
Plan for each child
• Summarize each child's progress on the Child Progress and Planning Report
• Meet with families to share information and jointly plan next steps
• Implement your plan and continue to observe the child's progress
Plan for the group
• Reflect on the progress of your group based on the Class Summary Worksheet
• Decide which objectives to target for the whole group and for selected children
• Plan strategies to support children's learning—whole group, small group activities
• Implement your plan and continue to observe children's progress

1. Curriculum Goals and Objectives: A Roadmap for Assessment

Goals and objectives are the roadmap of an early childhood curriculum. They give you a direction for planning your program and a framework for determining what each child knows and how each child is developing. Because early childhood teachers focus on "the whole child" to promote learning, the goals of an early childhood curriculum should focus on all aspects of development:

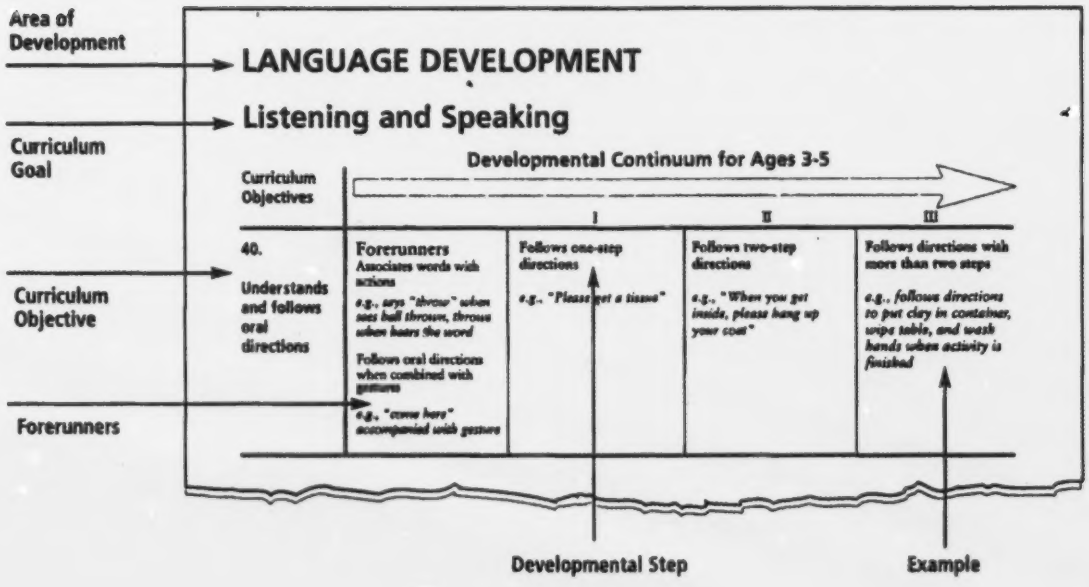
- *Social/Emotional Development:* children's feelings about themselves, the development of responsibility, and their ability to relate positively to others.
- *Physical Development:* children's gross and fine motor development.
- *Cognitive Development:* children's thinking skills, including the development of logical and symbolic thinking, problem-solving skills, and approaches to learning.
- *Language Development:* children's ability to communicate through words, both spoken and written.

For an overview of the 10 goals and 50 objectives, see *The Creative Curriculum* Goals and Objectives at a Glance (Appendix A).

Looking at Objectives on a Continuum

The Creative Curriculum Developmental Continuum shows the developmental steps for each of the Curriculum objectives for children ages 3-5, including children who may not be at a typical level. Children don't accomplish a particular skill all at once. There is a sequence of steps you can expect them to go through as they progress toward mastering an objective. Having a way to determine where each child is in relation to curriculum goals and objectives enables you to decide what specific support and what kinds of experiences will enable each child to develop and learn.

The figure that follows illustrates the different components of the Continuum.


Area of Development
LANGUAGE DEVELOPMENT
Listening and Speaking
Curriculum Goal
Developmental Continuum for Ages 3-5
Curriculum Objectives
I
II
III
40.
Understands and follows oral directions
Curriculum Objective
Forerunners
Associates words with actions
e.g., says "throw" when sees ball thrown, throws when hears the word
Follows oral directions when combined with gestures
e.g., "come here" accompanied with gesture
Follows one-step directions
e.g., "Please get a tissue"
Follows two-step directions
e.g., "When you get inside, please hang up your coat"
Follows directions with more than two steps
e.g., follows directions to put clay in container, wipes table, and wash hands when activity is finished
Forerunners
Developmental Step
Example

The three non-shaded boxes below the long gray arrow (labeled steps I, II, and III) represent the expected developmental steps in the preschool years (children ages 3 to 5). Each box describes a particular point in skill development. Because children develop at very different rates, these boxes do not represent a specific age; rather, they show the expected developmental steps in mastering the objective. Step I, therefore, approximates a beginning level of development. For objective 40, "Understands and follows oral directions," step I reads "Follows one-step directions." To give you a picture of what this might look like in real life, we provide an example: *Please get a tissue.*

In step II, we offer the next level in acquiring this skill: "Follows two-step directions given." An example might be a child who can carry out this oral direction: *When you get inside, please hang up your coat.*

Step III represents a higher level of skill development: "Follows directions with more than two steps." An example that illustrates this step is, *Follows directions to put clay in container, wipe table, and wash hands when activity is finished.*

Keep in mind that because all of the examples presented in the Continuum are ***sample*** behaviors, you may or may not observe these actual behaviors. Children demonstrate their mastery of skills in a variety of ways.

Including All Children

The skills and stages identified in steps I, II, and III will cover most of the children in your program. However, there may be children who go beyond the scope of this Continuum, and others whose development in one or more areas is not at a typical level. Some of these children may have special education needs or a diagnosed disability. Indeed, over the past 25 years, with federal law's emphasis on educating children in the "least restrictive environment" (as mandated by the Individuals with Disabilities Education Act), more children with disabilities are joining their non-disabled peers in preschool. In addition, there may be some children who, because of lack of experience, may not have had an opportunity to develop a particular skill. For example, a child who has never had a crayon or marker in his hand may be in the very early stages of writing.

The Continuum gives you a way of identifying children who are not yet at the beginning level of typical preschool development, as indicated by step I. These children do, however, show beginning evidence of developing the requisite skills and knowledge involved—a strength on which to build. What we have done, therefore, is to offer some possible forerunner skills. In the example we've been using (objective 40, "Understands and follows oral directions"), forerunner skills would include:

- associates words with actions (e.g., says "throw" when sees ball thrown, throws ball when hears the word), and
- follows oral directions when combined with gestures (e.g., "come here" accompanied with gesture).

These forerunners are examples of the many possible emergent skills a child in your program might exhibit. Before achieving a skill that is typical of 3- to 5-year-olds, children with delays will display a wide range of emerging behaviors. You are likely to observe forerunner skills that either precede or follow the ones we have included in the Continuum. Once again, the forerunners we have listed do not represent a timeline; they are offered as ***examples*** of possible skills and behaviors on which you can build when planning for children.

Including this forerunner box supports a belief that underlies *The Creative Curriculum*: all children bring with them strengths and abilities on which you can build.

The Benefits of a Continuum

The Creative Curriculum Developmental Continuum can become an invaluable tool for planning your program and individualizing the Curriculum for each child.

- It breaks down each objective so you can have realistic expectations as you plan your program.

- It helps you to observe and plan for all children in your program, including those who may not be developing typically, and note their progress over time.
- It fosters a positive approach to teaching—looking at what children can do and thinking about what comes next, rather than documenting what they can't do.
- It gives you a wealth of information to share with families that will reassure them about their child's progress as a learner.

The Creative Curriculum Goals and Objectives

The Developmental Continuum addresses four areas of development—social/emotional, physical, cognitive, and language. Under these four areas there are 10 goals and 50 objectives.

Social/Emotional Development

The preschool years are a prime time for developing social and emotional skills that are essential to children's well-being and success, in school and in life. With the current focus on readiness, accountability, and high standards, there is always a danger that programs will push inappropriate academic skills and ignore other aspects of development that encourage long lasting and positive results.

A Good Beginning: Sending America's Children to School with the Social and Emotional Competence They Need to Succeed (The Child Mental Health Foundations and Agencies Network 2000, 7) confirms scientific evidence that social and emotional readiness is critical to a successful kindergarten transition, early school success, and even later accomplishments in the workplace. The report describes a child who is socially and emotionally ready for school as having these characteristics:

- is confident, friendly, has developed or will be able to develop good relationships with peers;
- is able to concentrate on and persist at challenging tasks;
- is able to effectively communicate frustrations, anger, and joy; and
- is able to listen to instructions and be attentive.

The skills related to these characteristics can be taught and nurtured most effectively when children are young.

Strategies for achieving social and emotional objectives are embedded throughout *The Creative Curriculum*. We have organized the objectives under three goals.

- *Sense of self.* This refers to how children feel accepted and valued by the people who are most important to them.
- *Responsibility for self and others.* This goal is about developing habits and character traits such as responsibility, independence, and self-direction, and following rules and routines.
- *Prosocial behavior.* This includes traits that will help children get along in the world, such as empathy, sharing, and taking turns.

Sense of Self

Curriculum Objectives	Developmental Continuum for Ages 3-5 I	II	III
1. **Shows ability to adjust to new situations**	**Forerunners** Interacts with teachers when family member is nearby Is able to move away from family member; checks back occasionally ("social referencing")	Treats arrival and departure as routine parts of the day *e.g., says good-bye to family members without undue stress; accepts comfort from teacher*	Accepts changes in daily schedules and routines *e.g., eagerly participates in a field trip; accepts visitors to classroom*	Functions with increasing independence in school *e.g., readily goes to other parts of the building for scheduled activities; willingly delivers a message from classroom teacher to the office*
2. **Demonstrates appropriate trust in adults**	**Forerunners** Seeks to be near trusted adult as a "safe haven" Makes visual or physical contact with trusted adult for reassurance	Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy *e.g., explores the indoor and outdoor environments without being fearful; summons adult when assistance is needed*	Regards parents and teachers as resources and positive role models *e.g., imitates parents going to work or at home during dramatic play; asks teacher's advice on how to saw a piece of wood in half*	Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers) *e.g., knows who is allowed to give her medicine; talks about why children shouldn't go anywhere with strangers*
3. **Recognizes own feelings and manages them appropriately**	**Forerunners** Cries to express displeasure Uses facial expressions to communicate feelings *e.g., nods when asked if he is feeling sad*	Identifies and labels own feelings *e.g., says, "I'm mad at you"; "I really want to paint today"*	Is able to describe feelings and their causes *e.g., says, "I'm excited because my dad is coming home"; "I'm mad because they won't let me play with them"*	Is increasingly able to manage own feelings *e.g., calms self down when angry and uses words to explain why; chooses to go to a quiet area to be alone when upset*

Sense of Self (continued)

4. **Stands up for rights**	**Forerunners** Protests when slighted or wronged by crying or yelling Grabs or pushes when seeking a desired toy	**Physically or verbally asserts needs and desires** *e.g., continues to hold classroom pet another child wants; lets teacher know if another child refuses to give anyone a turn on the ride-on truck*	**Asserts own needs and desires verbally without being aggressive** *e.g., says, "It's my turn now" when sand timer runs out; tells friend who asks to paint at the easel, "I'm not done," and continues working*	**Takes action to avoid possible disputes over rights** *e.g., puts up "Do not knock down" sign in front of block structure; divides sandbox into area for himself and peer*

Responsibility for Self and Others

Curriculum Objectives	Developmental Continuum for Ages 3-5	I	II	III
5. **Demonstrates self-direction and independence**	**Forerunners** Purposefully indicates needs or wants (may be nonverbal) Selects toy or activity; plays briefly	**Chooses and becomes involved in one activity out of several options** *e.g., during free play decides to play with giant dominoes on floor in toys and games area; after waking up from nap, takes book from shelf in library area and looks at it*	**Completes multiple tasks in a project of own choosing with some adult assistance** *e.g., makes a collage: collects materials, glue, paper, and scissors and works until done; builds a zoo with blocks, animal and people props, and cars*	**Carves out and completes own task without adult assistance** *e.g., draws one section of mural without intruding on other sections; makes a book about family trip that includes 5 pictures in sequence*
6. **Takes responsibility for own well-being**	**Forerunners** Allows adult to attend to personal needs such as dressing or washing hands without resistance Uses self-help skills with adult assistance such as brushing teeth or putting on coat with help	**Uses self-help skills with occasional reminders** *e.g., tries new foods when encouraged by teacher; washes hands with soap and water following procedures taught*	**Uses self-help skills and participates in chores without reminders** *e.g., goes to get a sponge after spilling juice; helps throw away trash after a picnic*	**Understands the importance of self-help skills and their role in healthy living** *e.g., tries new foods and talks about what's good for you; knows why it's important to wash hands and brush teeth*
7. **Respects and cares for classroom environment and materials**	**Forerunners** Engages with/explores materials for brief periods of time with adult assistance or independently Participates in clean-up routines when asked	**Uses materials in appropriate ways** *e.g., paints at easel; turns pages in book carefully without tearing*	**Puts away used materials before starting another activity** *e.g., shuts off the tape recorder before leaving the listening center; returns puzzle to shelf*	**Begins to take responsibility for care of the classroom environment** *e.g., gets broom and dust pan to help remove sand; pitches in willingly to move furniture to clear a group area*

Responsibility for Self and Others (continued)

8. **Follows classroom routines**	**Forerunners** Allows adult to move him/her through routines. Follows classroom routines with assistance such as reminders, picture cues, or physical help	Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting *e.g., after cleaning up, goes to rug for circle time when the teacher strums the autoharp*	Understands and follows classroom procedures without prompting *e.g., goes to wash hands and brush teeth after lunch*	Follows and understands the purpose of classroom procedures *e.g., tells peer that he can't eat lunch until he's washed his hands*
9. **Follows classroom rules**	**Forerunners** Follows simple directions and limits when told by an adult. Follows classroom rules with assistance such as reminders, picture cues, or physical help	Follows classroom rules with reminders *e.g., responds positively to guidance such as "speak with your indoor voice"*	Understands and follows classroom rules without reminders *e.g., returns puzzles to shelf before leaving the table area*	Follows and understands reasons for classroom rules *e.g., tells friend to put artwork on shelf so it will be safe; reminds peer not to run in classroom so that no one will get hurt*

Prosocial Behavior

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
10. **Plays well with other children**	**Forerunners** Tolerates being physically near others. Plays alongside another child. Enjoys simple back and forth games such as hide and seek	Works/plays cooperatively with one other child *e.g., draws or paints beside peer, making occasional comments; has a pretend phone conversation with another child*	Successfully enters a group and plays cooperatively *e.g., joins other children caring for babies in dramatic play center; plans with peers what they will need to set up a class restaurant*	Maintains an ongoing friendship with at least one other child *e.g., says, "We're friends again, right?" after working through a conflict; talks about another child as "my best friend"*
11. **Recognizes the feelings of others and responds appropriately**	**Forerunners** Notices expressions of feelings in others *e.g., looks or reacts by crying or laughing*. Imitates other children's expressions of feelings	Is aware of other children's feelings and often responds in a like manner *e.g., laughs or smiles when others are happy; says a child is sad because her mom left*	Shows increasing awareness that people may have different feelings about the same situation *e.g., says that another child is afraid of thunder but, "I'm not"; acts out role of angry parent during pretend play*	Recognizes what another person might need or want *e.g., brings a book on trucks to show a child who loves trucks; helps a friend who is having difficulty opening a milk carton*

Prosocial Behavior (continued)

12. **Shares and respects the rights of others**	**Forerunners** Plays alongside another child using same or similar materials with adult assistance Plays alongside another child using same or similar materials without conflict	With prompts, shares or takes turns with others *e.g., allows sand timer to regulate turns with favorite toys; complies with teacher's request to let another child have a turn on the tricycle*	Shares toys or allows turn in response to another child's request *e.g., appropriately occupies self while waiting for others to leave swings without crying or demanding a turn; plays at sand table without grabbing items being used by others*	Shares and defends the rights of others to a turn *e.g., reminds child who doesn't want to relinquish a turn that it is another child's turn; asks teacher to intervene when two children begin to fight over a toy*
13. **Uses thinking skills to resolve conflicts**	**Forerunners** Accepts adult solution to resolve a conflict Seeks adult assistance to resolve a conflict *e.g., cries, approaches adult, or asks for help*	Accepts compromise when suggested by peer or teacher *e.g., agrees to play with another toy while waiting for a turn; goes to "peace table" with teacher and peer to solve a problem*	Suggests a solution to solve a problem; seeks adult assistance when needed *e.g., suggests trading one toy for another; asks teacher to make a waiting list for the water table*	Engages in a process of negotiation to reach a compromise *e.g., works out roles for a dramatic play episode; suggests going to the "peace table" to work out a problem*

Physical Development

Children's physical development is sometimes taken for granted in early childhood. We assume children will progress though a predictable sequence of stages and acquire certain skills. However, physical development is far too important to leave to chance.

Physical skills are important in their own right and for future tasks in reading, writing, scientific explorations, and math. For example, when children string beads, line up shells, or use the zipper on a self-help frame, they are refining their eye-hand coordination, fine motor skills, and sense of directionality.

Physical development also affects social/emotional development. As children learn what their bodies can do, they gain self-confidence. The more they can do, the more willingly they try new and increasingly challenging tasks. This positive attitude means that children are more willing to try out new physical skills without fear of failure. This increased self-confidence positively influences their attitude toward learning in other areas of development.

The benefits of promoting physical skills are well documented. The Surgeon General's *Report on Physical Activity and Health* (1996) states that physical activity contributes significantly to personal health and well-being. Physical education in the early grades contributes to children's academic achievement, general health, self-esteem, stress management, and social development. And we know from brain research that movement literally "wakes up" the brain.

For these reasons, *The Creative Curriculum* goals and objectives guide teachers in providing children with opportunities each day to move skillfully, manipulate objects, balance and control their bodies, and refine small muscle skills. We have organized the objectives for physical development into two broad goals.

- *Gross motor* development involves the movements controlled by the body's large muscles. It includes how children move from one place to another by running, jumping, hopping, galloping, and skipping. This goal also addresses gross motor manipulative skills such as throwing, kicking, and catching. Balance and stability are also important aspects of gross motor development.
- *Fine motor* development focuses on the control, coordination, and dexterity of the small muscles in the hands. As these fine muscles develop, children will be increasingly able to perform simple self-help skills and manipulate objects such as scissors and writing tools. Fine motor skills generally lag behind gross motor development.

*Gross Motor**

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)	Forerunners Walks with assistance Runs, sometimes falls Jumps and hops with hand held	Moves with direction and beginning coordination *e.g., runs avoiding obstacles; jumps forward, may lead with one foot; hops in place once or twice*	Moves with direction and increasing coordination *e.g., runs moving arms and legs; does a running jump with both feet; attempts to skip, often reverting to galloping*	Moves with direction and refined coordination *e.g., runs quickly changing directions, starting and stopping; jumps forward from standing position; gallops smoothly*
15. Shows balance while moving	Forerunners Walks on toes Easily stops, starts, changes direction, avoids obstacles Walks forward straddling line	Attempts to walk along a line, stepping off occasionally	Walks along wide beam such as edge of sandbox	Walks forward easily, and backward with effort, along a wide beam

* Teachers who work with children who may have developmental lags in gross motor skills will find it helpful to see the specific developmental steps for running, jumping, hopping, galloping, throwing, kicking, and catching. A breakdown of these gross motor skills appears in Appendix B.

Gross Motor (continued)

16. **Climbs up and down**	**Forerunners** Crawls up stairs on own Walks up stairs with hand held Climbs a short, wide ladder with support from adult	Climbs a short, wide ladder	Climbs up and down stairs and ladders, and around obstacles	Climbs and plays easily on ramps, stairs, ladders, or sliding boards
17. **Pedals and steers a tricycle (or other wheeled vehicle)**	**Forerunners** Sits on tricycle or other riding toy, pushing forward/backward with feet not using pedals Pedals tricycle, difficulty with steering	Pedals in forward direction, steering around wide corners	Pedals and steers around obstacles and sharp corners	Rides with speed and control
18. **Demonstrates throwing, kicking, and catching skills**	**Forerunners** Hurls beanbag or ball Sits on floor and traps a rolled ball with arms and body Kicks a ball a short distance with hand held to maintain balance	Throws, catches, and kicks objects with somewhat awkward movements *e.g., throws ball with both hands; catches a large ball against body; kicks ball from standing position*	Throws, catches, and kicks with increasing control *e.g., throws ball overhand several feet toward target; catches bounced ball; moves toward ball and kicks*	Throws and kicks at target and catches with increasing accuracy *e.g., throws object with smooth overhand motion; catches object with elbows bent; kicks ball with fluid motion*

Fine Motor

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
19. **Controls small muscles in hands**	**Forerunners** Uses self-help skills such as: finger feeds self; removes shoes/socks; washes hands with assistance Drops objects into container Touches thumb to finger to pick up object	Manipulates objects with hands *e.g., places large pegs in pegboard; buttons large buttons on own clothes; uses scissors to make snips*	Manipulates smaller objects with increasing control *e.g., eats with a fork; inserts and removes small pegs in pegboard; squeezes clothespin to hang painting; cuts with scissors along a straight or slightly curved line*	Manipulates a variety of objects requiring increased coordination *e.g., creates recognizable objects with clay; buttons, zips, and sometimes ties; cuts with scissors along lines, turning corners; cuts simple shapes out of paper*

Fine Motor (continued)

20. **Coordinates eye-hand movement**	**Forerunners** Removes pegs from pegboard Opens a board book and turns a page Puts one block on top of another, holding the base block	Performs simple manipulations *e.g., makes a necklace with a string and large beads; rolls and pounds playdough; places pegs in pegboard*	Performs simple manipulations with increasing control *e.g., makes a necklace using small beads; pours water into a funnel*	Manipulates materials in a purposeful way, planning and attending to detail *e.g., strings a variety of small objects (straws, buttons, etc.); uses table blocks, creates a tall structure that balances; completes 8-piece puzzle*
21. **Uses tools for writing and drawing**	**Forerunners** Holds large writing tool and marks with it Holds marker in palmar grasp and scribbles	Holds a marker or crayon with thumb and two fingers; makes simple strokes	Makes several basic strokes or figures; draws some recognizable objects	Copies and draws simple shapes, letters, and words including name

Cognitive Development

Cognitive development is the process of learning to think and reason. Preschool-age children are developing cognitive skills that prepare them for content work in all of the disciplines. They are becoming skilled observers and questioners and learning how to organize and represent new information.

In reviewing standards in all of the content areas, you will find a common thread. Cognitive or thinking skills are embedded within literacy, mathematics, science, social studies, the arts, and technology. Most of these standards documents refer to them as "process skills." As you read through the list of goals and objectives for cognitive development, think about how each might be applied in different academic areas. For example, the objective, "Explores cause and effect," can be observed in many different ways:

- "If the big, bad wolf goes down the chimney, he's going to get burned!" (Literacy)
- "If you give me one more cookie, I'll have two all together." (Math)
- "We forgot to water our plant and it died." (Science)
- "If we put a letter in the mailbox, the postal carrier will deliver it." (Social Studies)
- "If you add too much water to the paint, it will run down the paper." (The Arts)

Children's cognitive development is more than memorizing facts. In the early childhood years, children are not only learning knowledge, skills, and concepts, but also acquiring

the "learning to learn" skills that are so important for future learning. We have divided cognitive development into three goals.

- *Learning and problem solving.* This goal involves helping children to be thoughtful about how they use information, resources, and materials. They think about their ideas, make predictions, and test possible solutions. Approaches to learning, such as curiosity, persistence, and applying knowledge, take learning to a higher level beyond just learning facts.
- *Logical thinking.* This goal is about helping children to make sense of the information they are gathering. They compare, contrast, sort, classify, count, measure, and recognize patterns to gain a deeper understanding of the concepts they are learning.
- *Representation and symbolic thinking.* This goal focuses on how children use symbols in thought. A symbol stands for something else. Symbols can be objects (a pot used as a drum), people (pretending to be a mommy), or representations through drawings. Graphs to represent numbers or written words that represent spoken words are also examples of representation and symbolic thinking.

Learning and Problem Solving

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
22. **Observes objects and events with curiosity**	**Forerunners** Looks at and touches object presented by an adult or another child Explores materials in the environment *e.g., touching, looking, smelling, mouthing, listening, playing*	**Examines with attention to detail, noticing attributes of objects** *e.g., points out stripes on caterpillar; notices it gets darker when the sun goes behind a cloud; points out changes in animals or plants in room*	**Notices and/or asks questions about similarities and differences** *e.g., points out that two trucks are the same size; asks why the leaves fall off the trees*	**Observes attentively and seeks relevant information** *e.g., describes key features of different models of cars (such as logos, number of doors, type of license plate); investigates which objects will sink and which will float*
23. **Approaches problems flexibly**	**Forerunners** Imitates adult or peer in solving problems Repeats and persists in trial and error approach	**Finds multiple uses for classroom objects** *e.g., uses wooden blocks as musical instruments; strings wooden beads into necklace for dress-up*	**Experiments with materials in new ways when first way doesn't work** *e.g., when playdough recipe produces sticky dough, asks for more flour; fills plastic bottle with water to make it sink*	**Finds alternative solutions to problems** *e.g., suggests using block as doorstop when classroom doorstop disappears; offers to swap trike for riding toy she wants and then adds fire-fighter hat to the bargain*

Learning and Problem Solving (continued)

24. **Shows persistence in approaching tasks**	**Forerunners** Remains engaged in a task for short periods with assistance Stays involved in self-selected activity such as playing with playdough for short periods	Sees simple tasks through to completion *e.g., puts toys away before going on to next activity; completes 5-piece puzzle*	Continues to work on task even when encountering difficulties *e.g., rebuilds block tower when it tumbles; keeps trying different puzzle pieces when pieces aren't fitting together*	Works on task over time, leaving and returning to complete it *e.g., continues to work on Lego structure over 3-day period; creates grocery store out of hollow blocks, adding more detail each day, and involves other children in playing grocery*
25. **Explores cause and effect**	**Forerunners** Notices an effect *e.g., shows pleasure in turning light switch on and off, wants to do it again; repeatedly stacks blocks and watches them fall* Looks for something when it is out of sight	Notices and comments on effect *e.g., while shaking a jar of water says, "Look at the bubbles when I do this"; after spinning around and stopping says, "Spinning makes the room look like it's moving up and down"*	Wonders "what will happen if" and tests out possibilities *e.g., blows into cardboard tubes of different sizes to hear if different sounds are made; changes the incline of a board to make cars slide down faster*	Explains plans for testing cause and effect, and tries out ideas *e.g., places pennies one by one in 2 floating boats ("I'm seeing which boat sinks first"); mixes gray paint to match another batch ("Let's put in one drop of white at a time 'til it's right")*
26. **Applies knowledge or experience to a new context**	**Forerunners** Follows familiar self-help routines at school (toileting, eating)—may need assistance	Draws on everyday experiences and applies this knowledge to similar situations *e.g., washes hands after playing at sand table; rocks baby doll in arms*	Applies new information or vocabulary to an activity or interaction *e.g., comments, "We're bouncing like Tigger" when jumping up and down with peer; uses traffic-directing signals after seeing a police officer demonstrate them*	Generates a rule, strategy, or idea from one learning experience and applies it in a new context *e.g., after learning to access one computer program by clicking on icons, uses similar procedures to access others; suggests voting to resolve a classroom issue*

Logical Thinking

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
27. **Classifies objects**	**Forerunners** Finds two objects that are the same and comments or puts them together Groups similar kinds of toys together such as cars, blocks, or dolls	Sorts objects by one property such as size, shape, color, or use *e.g., sorts pebbles into three buckets by color; puts square block with other square blocks*	Sorts a group of objects by one property and then by another *e.g., collects leaves and sorts by size and then by color; puts self in group wearing shoes that tie and then in group with blue shoes*	Sorts objects into groups/subgroups and can state reason *e.g., sorts stickers into four piles ("Here are the stars that are silver and gold, and here are circles, silver and gold"); piles animals and then divides them into zoo and farm animals*
28. **Compares/ measures**	**Forerunners** Notices something new or different *e.g., a new classmate or a new toy on the shelf* Notices similarities of objects *e.g., "We have the same shoes"*	Notices similarities and differences *e.g., states, "The rose is the only flower in our garden that smells"; "I can run fast in my new shoes"*	Uses comparative words related to number, size, shape, texture, weight, color, speed, volume *e.g., "This bucket is heavier than that one"; "Now the music is going faster"*	Understands/uses measurement words and some standard measurement tools *e.g., uses unit blocks to measure length of rug; "We need 2 cups of flour and 1 cup of salt to make dough"*
29. **Arranges objects in a series**	**Forerunners** Uses self-correcting toys such as form boards and graduated stacking rings Sorts by one attribute *e.g., big blocks and little blocks*	Notices when one object in a series is out of place *e.g., removes the one measuring spoon out of place in a line and tries to put it in right place*	Figures out a logical order for a group of objects *e.g., makes necklace of graduated wooden beads; arranges magazine pictures of faces from nicest expression to meanest*	Through trial and error, arranges objects along a continuum according to two or more physical features *e.g., lines up bottle caps by height and width; sorts playdough cookies by size, color, and shape*
30. **Recognizes patterns and can repeat them**	**Forerunners** Completes a sentence that repeats in a familiar story Hums, sings, or responds to a chorus that repeats in a familiar song Completes a simple form board	Notices and recreates simple patterns with objects *e.g., makes a row of blocks alternating in size (big-small-big-small); strings beads in repeating patterns of 2 colors*	Extends patterns or creates simple patterns of own design *e.g., makes necklace of beads in which a sequence of 2 or more colors is repeated; continues block pattern of 2 colors*	Creates complex patterns of own design or by copying *e.g., imitates hand-clapping pattern (long clap followed by 3 short claps); designs a 3-color pattern using colored inch cubes and repeats it across the table*

BEST COPY AVAILABLE

Logical Thinking (continued)

31. **Shows awareness of time concepts and sequence**	**Forerunners** Follows steps in simple routine such as in dressing or at naptime Demonstrates understanding of what comes next in daily schedule *e.g., goes to the table anticipating mealtime*	**Demonstrates understanding of the present and may refer to past and future** *e.g., responds appropriately when asked, "What did you do this morning?"; talks about, "Later, when Mom comes to pick me up"*	**Uses past and future tenses and time words appropriately** *e.g., talks about tomorrow, yesterday, last week; says, "After work time, we go outside"*	**Associates events with time-related concepts** *e.g., "Tomorrow is Saturday so there's no school"; "My birthday was last week"; "I go to bed at night"*
32. **Shows awareness of position in space**	**Forerunners** Moves objects from one container to another Follows simple positional directions with assistance *e.g., puts paper in trash can*	**Shows comprehension of basic positional words and concepts** *e.g., puts object* in, on, under, on top of, or next to *another object as requested*	**Understands and uses positional words correctly** *e.g., "Come sit near me"; "The fish food goes on the top shelf"*	**Shows understanding that positional relationships vary with one's perspective** *e.g., turns lotto card around so player opposite him can see it right side up; "I can reach the ring when I'm on the top step, but from here it's too far"*
33. **Uses one-to-one correspondence**	**Forerunners** Places an object in each designated space *e.g., puts a peg doll in each hole in a toy bus*	**Matches pairs of objects in one-to-one correspondence** *e.g., searches through dress-ups to find two shoes for her feet*	**Places objects in one-to-one correspondence with another set** *e.g., lines up brushes to make sure there is one for each jar of paint; goes around the table placing one cup at each child's place*	**Uses one-to-one correspondence as a way to compare two sets** *e.g., lines up cubes across from a friend's row to determine who has more; puts one rider next to each horse saying, "Are there enough horses for all the cowboys?"*
34. **Uses numbers and counting**	**Forerunners** Understands the concept of "one" *e.g., picks up one object when asked* Understands the concept of more *e.g., picks up more of something when directed, or asks for more cheese*	**Imitates counting behavior using number names (may not always say one number per item or get the sequence right)** *e.g., says the numbers from 1 to 5 while moving finger along a row of 8 items (not realizing that counting means one number per item)*	**Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)** *e.g., counts out 5 pretzels taking one at a time from bowl; counts a collection of objects but may count an object more than one time*	**Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total** *e.g., counts 8 bottle caps and says, "I have 8"; spins dial, then moves board game piece 6 spaces; draws 5 figures to show members of family*

Representation and Symbolic Thinking

Curriculum Objectives	Developmental Continuum for Ages 3-5 I	II	III
35. **Takes on pretend roles and situations**	**Forerunners** Imitates simple action *e.g., picks up phone; rocks baby* With adult or peer support, imitates routines *e.g., pretends to feed doll; pours coffee; pretends to sleep*	Performs and labels actions associated with a role *e.g., feeding the baby doll, says, "I'm the Mommy"; picks up phone and says, "Hello, is Suzie there?"*	Offers a play theme and scenario *e.g., "Let's play school"; while listening to doll's heartbeat with stethoscope announces that it's time to get the baby to the hospital*	Engages in elaborate and sustained role play *e.g., suggests a play theme and discusses who will do what; discusses with peer what to buy at grocery store, takes pocketbook and goes to grocery store*
36. **Makes believe with objects**	**Forerunners** Imitates adult's or another child's use of familiar objects *e.g., rocks doll; stirs the pot* Interacts appropriately with objects with adult or peer support *e.g., responds to pretend phone call by putting phone to ear and vocalizing*	Interacts appropriately with real objects or replicas in pretend play *e.g., uses a broken phone to make a pretend phone call; puts playdough cookies on little plastic plates*	Uses substitute object or gesture to represent real object *e.g., holds hand to ear and pretends to dial phone; builds a sand castle and puts shell on top for "satellite dish"*	Uses make-believe props in planned and sustained play *e.g., pretends with a peer to be garage mechanics working on cars made of blocks; sets up scene for playing school—students sit on pillows and teacher has a box for a desk*
37. **Makes and interprets representations**	**Forerunners** Labels scribbles as people or common objects Interacts and builds with blocks Begins to use descriptive labels in construction play *e.g., "house," "road"*	Draws or constructs and then names what it is *e.g., draws pictures with different shapes and says, "This is my house"; lines up unit blocks and says, "I'm making a road"*	Draws or builds a construction that represents something specific *e.g., makes a helicopter with Bristle Blocks; draws 6 legs on insect after looking at beetle*	Plans then creates increasingly elaborate representations *e.g., uses blocks to make a maze for the class gerbil; draws fire truck and includes many details*

Language Development

A solid foundation in language development gives children the skills they need to become successful learners. Children who have rich language and literacy experiences in preschool are more likely to develop strong language and literacy skills. These skills—the ability to listen, speak, read, and write—develop interdependently in children. Several important reports address this area of development.

In 1996, the International Reading Association and the National Council of Teachers of English developed the *Standards for English Language Arts*, which defined what children should know and be able to do in kindergarten through 12th grade. However, this left little guidance about what should happen in the preschool years.

Two years later, the National Research Council published a landmark document, *Preventing Reading Difficulties in Young Children* (1998), which provided more guidance in defining what language and literacy should look like in the early years, birth through third grade. Based on this document, the Council later published *Starting Out Right: A Guide to Promoting Children's Reading Success* (1999) to share the findings from its study of the research with teachers, parents, and child care providers.

In 1998, the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC) jointly issued a document entitled, *Learning to Read and Write: Developmentally Appropriate Practices for Young Children* (Neuman, Copple, and Bredekamp 2000). This position statement on early literacy development provides teachers and policy makers with a set of principles and recommendations for children birth through age 8.

To develop goals and objectives in this area of development, we used all these reports to identify what preschool children should learn and the developmental steps teachers can expect. We have grouped the language objectives into two goals.

- *Listening and speaking.* This goal involves spoken language. Having a large vocabulary, expressing oneself, understanding the oral speech of others, participating in a conversation, and using language to solve problems are important components of oral language development.
- *Reading and writing.* This goal involves helping children make sense of written language as they enjoy and value reading. Development in this area increases children's ability to handle books, understand the purpose of print and how it works, and comprehend a story. They gain knowledge of the alphabet and write letters and words during their play.

Listening and Speaking

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
38. Hears and discriminates the sounds of language	**Forerunners** Notices sounds in the environment *e.g., pays attention to birds singing, sirens* Joins in nursery rhymes and songs	Plays with words, sounds, and rhymes *e.g., repeats songs, rhymes, and chants; says, "Oh you Silly Willy"*	Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way *e.g., makes up silly rhymes ("Bo, Bo, Biddle, Bop"); says, "My name begins the same as popcorn and pig"*	Hears and repeats separate sounds in words; plays with sounds to create new words *e.g., claps hands 3 times when saying "Su-zan-na"; says, "Pass the bapkin [napkin]"*
39. Expresses self using words and expanded sentences	**Forerunners** Uses non-verbal gestures or single words to communicate *e.g., points to ball* Uses 2-word phrases *e.g., "All gone"; "Go out"*	Uses simple sentences (3-4 words) to express wants and needs *e.g., "I want the trike"*	Uses longer sentences (5-6 words) to communicate *e.g., "I want to ride the trike when we go outside"*	Uses more complex sentences to express ideas and feelings *e.g., "I hope we can go outside today because I want to ride the tricycle around the track"*
40. Understands and follows oral directions	**Forerunners** Associates words with actions *e.g., says "throw" when sees ball thrown; throws when hears the word* Follows oral directions when combined with gestures *e.g., "come here" accompanied with gesture*	Follows one-step directions *e.g., "Please get a tissue"*	Follows two-step directions *e.g., "When you get inside, please hang up your coat"*	Follows directions with more than two steps *e.g., follows directions to put clay in container, wipe table, and wash hands when activity is finished*
41. Answers questions	**Forerunners** Answers yes/no questions with words, gestures, or signs *e.g., points to purple paint when asked what color she wants*	Answers simple questions with one or two words *e.g., when asked for name says, "Curtis"; says, "Purple and blue" when asked the colors of paint*	Answers questions with a complete thought *e.g., responds, "I took a bus to school"; "I want purple and blue paint"*	Answers questions with details *e.g., describes a family trip when asked about weekend; says, "I want purple and blue like my new shoes so I can make lots of flowers"*
42. Asks questions	**Forerunners** Uses facial expressions/ gestures to ask a question Uses rising intonation to ask questions *e.g., "Mama comes back?"* Uses some "wh" words (what and where) to ask questions *e.g., "What that?"*	Asks simple questions *e.g., "What's for lunch?" "Can we play outside today?"*	Asks questions to further understanding *e.g., "Where did the snow go when it melted?" "Why does that man wear a uniform?"*	Asks increasingly complex questions to further own understanding *e.g., "What happened to the water in the fish tank? Did the fish drink it?"*

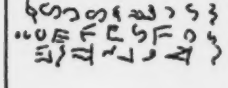
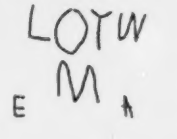
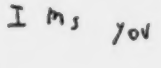
Listening and Speaking (continued)

43. **Actively participates in conversations**	**Forerunners** Initiates communication by smiling and/or eye contact Responds to social greetings *e.g., waves in response to "hello" or "bye-bye"*	Responds to comments and questions from others *e.g., when one child says, "I have new shoes," shows own shoes and says, "Look at my new shoes"*	Responds to others' comments in a series of exchanges *e.g., makes relevant comments during a group discussion; provides more information when message is not understood*	Initiates and/or extends conversations for at least four exchanges *e.g., while talking with a friend, asks questions about what happened, what friend did, and shares own ideas*

Reading and Writing

Curriculum Objectives	Developmental Continuum for Ages 3-5 I	II	III
44. **Enjoys and values reading**	**Forerunners** Looks at books and pictures with an adult or another child Chooses and looks at books independently Completes phrases in familiar stories	Listens to stories being read *e.g., asks teacher to read favorite story; repeats refrain when familiar book is read aloud*	Participates in story time interactively *e.g., answers questions before, during, and after read-aloud session; relates story to self; acts out familiar story with puppets*	Chooses to read on own; seeks information in books; sees self as reader *e.g., gives reasons for liking a book; looks for other books by favorite author; uses book on birds to identify egg found on nature walk*
45. **Demonstrates understanding of print concepts**	**Forerunners** Points to print on page and says, "Read this" Recognizes logos *e.g., McDonald's* Recognizes book by cover	Knows that print carries the message *e.g., points to printed label on shelf and says, "Cars go here"; looking at the name the teacher has written on another child's drawing, says, "Whose is this?"*	Shows general knowledge of how print works *e.g., runs finger over text left to right, top to bottom as he pretends to read; knows that names begin with a big letter*	Knows each spoken word can be written down and read *e.g., touches a written word for every spoken word in a story; looking at a menu asks, "Which word says pancakes?"*
46. **Demonstrates knowledge of the alphabet**	**Forerunners** Participates in songs and fingerplays about letters Points out print in environment *e.g., name on cubby, exit sign*	Recognizes and identifies a few letters by name *e.g., points to a cereal box and says, "That's C like in my name"*	Recognizes and names many letters *e.g., uses alphabet stamps and names the letters—"D, T, M"*	Beginning to make letter-sound connections *e.g., writes a big M and says, "This is for Mommy"*

Reading and Writing (continued)

47. **Uses emerging reading skills to make meaning from print**	**Forerunners** Uses familiar logos and words to read print *e.g., cereal logos, "exit" and "stop" signs* Recognizes own name in print and uses it as a cue to find possessions *e.g., cubby, cot, placemat*	**Uses illustrations to guess what the text says** *e.g., looking at* The Three Pigs, *says, "And the wolf blew down the pig's house"*	**Makes judgements about words and text by noticing features (other than letters or words)** *e.g., "That must be Christopher's name because it's so long"; "You didn't write enough words. I said, 'A Book about the Dog Biff,' and you just wrote three words"*	**Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print** *e.g., "That word says* book*"; anticipates what comes next based on pattern in* Brown Bear; *figures out which word says* banana *because he knows it starts with* b
48. **Comprehends and interprets meaning from books and other texts**	**Forerunners** Repeats words and actions demonstrated in books *e.g., roars like a lion* Relates story to self and shares information *e.g., after hearing a story about snow says, "I made a snowman"*	**Imitates act of reading in play** *e.g., holds up book and pretends to read to baby doll; takes out phonebook in dramatic play area to make a phone call*	**Compares and predicts story events; acts out main events of a familiar story** *e.g., compares own feelings about baby brother to those of character; re-enacts* Three Billy Goats Gruff	**Retells a story including many details and draws connections between story events** *e.g., says, "The wolf blew the house down because it wasn't strong"; uses flannel board to retell* The Very Hungry Caterpillar
49. **Understands the purpose of writing**	**Forerunners** Watches when others write Pretends to write *(scribble writes)*	**Imitates act of writing in play** *e.g., pretends to write a prescription while playing clinic; scribble writes next to a picture*	**Understands there is a way to write that conveys meaning** *e.g., tells teacher, "Write this down so everyone can read it"; asks teacher, "How do I write* Happy Birthday*?"; says, "That's not writing, that's scribble-scrabble"*	**Writes to convey meaning** *e.g., on drawing for sick friend, writes own name; copies teacher's sign, "Do Not Disturb," to put near block pattern; makes deliberate letter choices during writing attempts*
50. **Writes letters and words**	**Forerunners** Scribbles with crayons Experiments with writing tools such as markers and pencils Draws simple pictures to represent something	**Uses scribble writing and letter-like forms** 	**Writes recognizable letters, especially those in own name** 	**Uses letters that represent sounds in writing words** 

Taken together, the goals and objectives within these four areas of development give you a roadmap for assessing children's progress and implementing *The Creative Curriculum*.

2. Collecting Facts

The first step in the assessment process is to learn about the children you teach—what they know and can do in relation to each of the 50 *Creative Curriculum* objectives. Ongoing observation, therefore, is an essential part of connecting assessment and curriculum. To help you remember and use what you learn from your observations, you need systems to document what you see. In addition to your observation notes, you can collect concrete evidence of what children are able to do by keeping samples of their work over time and maintaining them in portfolios.

Setting Up a System

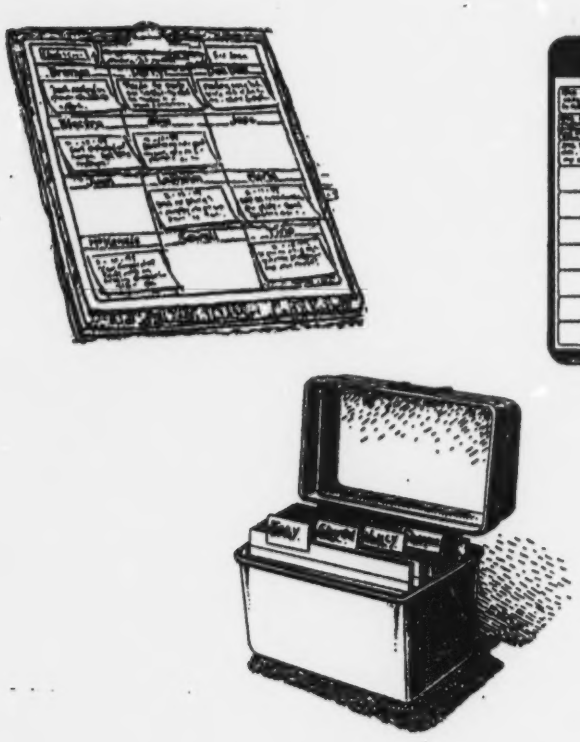
Before you begin to collect facts by observing and documenting children's learning, take the time to set up a system for taking and organizing your notes on each child. That way you can avoid finding yourself with a large collection of observation notes to sort though and organize all at once.

Systems for Taking Notes

Keep your documentation simple. If your notes are too elaborate, then you will take valuable time away from interacting with children. You don't want to feel so burdened that observation becomes a chore. Set up simple systems to make collecting observations as convenient as possible. Here are some ideas that have worked for other teachers.

- Use mailing labels or sticky notes to record your observations. At the beginning of the day, place three or four notes or labels with the names of the three or four children whom you wish to observe that day on a clipboard and keep it handy.
- Keep sticky notes in your pocket or in each interest area. Have one folder in each interest area divided into 20 squares (or whatever number represents the number of children in your class). In each square write a child's name.
- Develop your own system of shorthand so you can record information quickly. Stick to brief notes, use short phrases, and abbreviate whenever possible. You can underline particular words to indicate emphasis.

The illustration below shows what these techniques look like in practice.



Be reassured by the fact that you don't have to write an observation on every child every day. That would be unrealistic. Try to set a goal of writing three or four brief notes a day. As a reminder to yourself, write the names of the children you plan to observe on your weekly plan so no child is overlooked. And remember, you don't need to record everything that happens and every word a child says.

A System for Organizing Your Observation Notes

Here is an approach for organizing your notes that worked well for teachers who piloted this assessment system.

1. Purchase a large binder and include a tabbed divider for each child in your class. In the front of the binder, place a copy of *The Creative Curriculum* Goals and Objectives at a Glance (see Appendix A) inside a plastic cover to protect it. Next, insert a copy of *The Creative Curriculum* Developmental Continuum to use as a reference.

37

2. Behind each tab, insert the Individual Child Profile form and four blank pages. At the top of each blank page, write one of these headings: social/emotional, physical, cognitive, and language development. You may want to have these printed and copied on colored paper, using a different color for each developmental area. You will store your observational notes on these pages.

To keep track of all the children in your group, write down all of their names in the spaces provided on the Class Summary Worksheet. Because you will be using this form almost daily, keep it in a convenient place, perhaps on a clipboard.

Once you have your system in place for taking and organizing observation notes, you can begin collecting facts by observing and documenting what you see.

Observing and Documenting Children's Learning

Observation is the basis of all good teaching and the foundation of any assessment system. Observation involves looking objectively at what a child does and says to learn about the child (Jablon, Dombro, and Dichtelmiller 1999). We suggest two strategies for recording observations: short, informal notes and more formal observations.

Short, informal notes. Most of your observations of children occur during the day as you work directly with children. In these instances, you have to take a moment and absorb the scene at hand. For example, you may find yourself in the Dramatic Play Area, checking out some items from the grocery store that's been set up. The child behind the plastic cash register takes an empty box of cereal you hand him and makes a scanning motion across the divider separating you. After "checking out," you take a moment to jot down a few notes about what you've just observed. Later on, you organize and evaluate your notes. You observe how this child is able to take on pretend roles and situations (Objective 35) and make believe with objects (Objective 36).

Formal observations. In addition to observing while you are involved with the children, try to schedule time for more formal observations—where you systematically watch one or more children and record what you see and hear. This way of observing allows you to slow down and notice things you otherwise might miss. Try to arrange for your co-teacher or a parent volunteer to be with the children so you can free yourself to do this type of observation on a daily basis.

The goals and objectives in *The Creative Curriculum* can help you focus your observations. You may wish to follow one child for a period of time and jot down behaviors you observe

that relate to one goal on the Developmental Continuum. Or you may decide to observe a group of children playing to see where each child is with respect to one objective. Both types of observations yield rich data to help you in planning learning activities.

To think about how each child in your program is progressing, you'll want to collect observations that relate to all of the 50 objectives in the Developmental Continuum. This does not mean, however, that you need to conduct 50 separate observations on each child in your class. One observation can yield information about many objectives. For example, your observations of a child in the Art Area may reveal evidence of the child's progress in meeting the following objectives:

#5: Demonstrates self-direction and independence

#7: Respects and cares for classroom environment and materials

#19: Controls small muscles in hands

#20: Coordinates eye-hand movement

#21: Uses tools for writing and drawing

#24: Shows persistence in approaching tasks

#30: Recognizes patterns and can repeat them

Depending on what is taking place, you might note a child's progress on these or any number of other objectives.

Document Your Observations Accurately and Objectively

To be useful, observation notes should be objective and factual. When your notes include words like *shy, aggressive, upset, hyperactive,* or *angry,* they reveal your impressions or assumptions rather than what a child actually did or said. These judgmental words may or may not tell an accurate story of what actually took place. On the other hand, a series of objective, factual observations will eventually lead you to a useful conclusion. Along the way, you may discover something completely unexpected.

Taking objective notes requires practice. Below are two examples of objective observation notes.

Crystal	*11/14*
Places two colored blocks on a pattern card correctly and continues the pattern: red/blue, r/b/r/b/r/b.	

Derrick	*10/30*
Pounds nails into a tree stump. Says, "My Dad's building new steps on our house."	

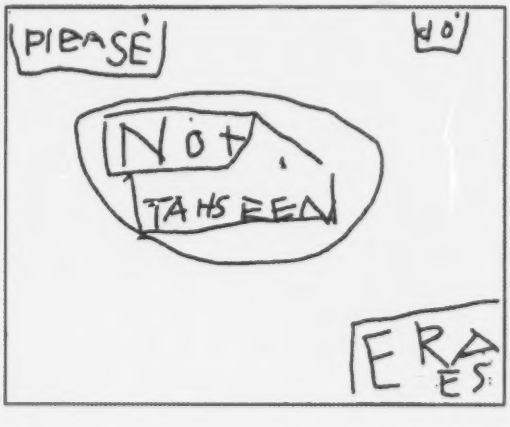
Maintaining a Portfolio for Each Child

A portfolio is a system for organizing samples of a child's work to document progress over time. Because a portfolio is a purposeful collection, it contains such items as dated samples of a child's artwork and writing, and photographs of a child's finished work such as a completed block structure or an intricate design with pattern blocks. The items in a portfolio are concrete examples of a child's efforts, achievements, and approaches to learning. Taken together, these materials show progress over time.

Collect a Variety of Items for a Portfolio

While you don't need a large number of work samples, you do need a variety to tell you the whole story. Each sample of a child's work can reveal a great deal of information about that child's development. In the following example, 4-year-old Tasheen drew a picture on the wipe-off board. The teacher had displayed a "Please do not erase" sign for times when children wanted to preserve their work for a while. Tasheen created her own sign, using the teacher's sign as a model. By looking at this writing sample and observing Tasheen at work, the teacher sees that she:

- understands that print carries a message
- writes left-to-right and top-to-bottom
- understands the concept of a "word"
- writes her name, though the order of letters is sometimes reversed
- matches some upper- and lower-case letters (the teacher's sign was written in lower-case letters)



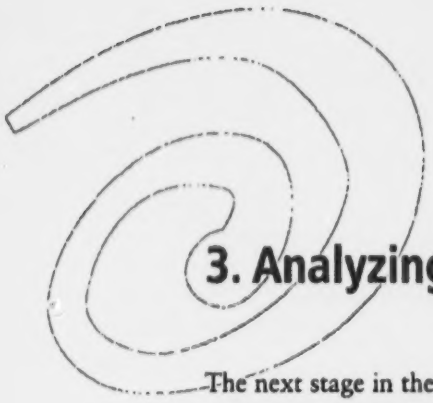
In collecting a child's work for a portfolio, be sure to write the date and a short note about what you observed because the sample alone doesn't give you all the information embedded in it. For example, it doesn't tell you that Tasheen wrote these letters from left to right or that she copied a sign; for that information you need observational notes.

To show growth, it is important to collect similar samples over a period of time. For instance, comparing a child's attempt to write her name throughout the course of the year is one excellent way to document growth. But it is hard to document growth if you compare a writing sample, a painting, a photograph of a block structure, and a dictated story.

At the beginning of the year, think of two or three items—such as a writing sample or painting—that would be good for documenting growth and set a goal for yourself to collect these periodically throughout the year.

Some programs use technology to collect items for a child's portfolio. For example, you can photocopy or scan children's drawings or writing samples; take photographs to capture a child's involvement in an activity or finished work; audio tape a child telling a story; or use videotapes to capture a child engaged in dramatic play or reading a book.

File the items you have collected by date and group them by areas of development—social/emotional, cognitive, language, and physical development. This will make reviewing your documentation easier when it is time to evaluate a child's progress.



3. Analyzing and Evaluating Facts

The next stage in the assessment process involves organizing your notes and making a judgment about what they tell you about a child's progress toward each of the 50 Curriculum objectives. The tools that will help you do this include:

- *The Creative Curriculum* Goals and Objectives at a Glance
- *The Creative Curriculum* Developmental Continuum
- Class Summary Worksheet
- Individual Child Profiles

Analyzing Facts

The first step is a simple sorting task. It involves organizing your observation notes by area of development for each child. It takes very little time to do this analysis, but it will preserve your notes and make them easy to find when you need them.

At the end of each day, or at least several times a week, when you have collected a number of observation notes, take out the class notebook you put together and follow these steps:

- Put all the notes you have on one child together.
- Review the notes for one child at a time and decide what area of development the observation note relates to most: social/emotional, physical, cognitive, or language.
- Sort your notes onto the appropriate pages behind each child's name in your notebook.

On a regular basis ask yourself, "What does this mean?" Using the Goals and Objectives at a Glance, decide which objective(s) apply and jot down the number right on the note or on the back of a work sample. Taking the two examples of observation notes from the previous section, here's how you might analyze them.

Crystal	*11/14*
Places two colored blocks on a pattern card correctly and continues the pattern: red/blue, r/b/r/b/r/b.	
#30	

Derrick	*10/30*
Pounds nails into a tree stump. Says, "My Dad's building new steps on our house."	
#20, #39	

The observation note on Crystal was very clearly related to Objective 30, "Recognizes patterns and can repeat them." The observation note on Derrick, however, relates to more than one objective. You may have placed this note originally on the page for physical development (#20, "Coordinates eye-hand movement"), but in further analyzing it, you see it also reveals evidence of Derrick's language development (#39, "Expresses self using words and expanded sentences"). You can still leave it where it is, but when you are evaluating Derrick's progress, you will use this note for both objectives.

Evaluating Children's Progress

Evaluating children's progress means deciding what developmental step each child has reached on all 50 objectives. To do this you first need to gather and reflect upon all the documentation you have collected. This would include your anecdotal notes and the child's portfolio. Now, using the Developmental Continuum, the Class Summary Worksheet, and the Individual Child Profile, you can begin evaluating each child's progress.

How to Use the Class Summary Worksheet

Consider the **Class Summary Worksheet** as a day-to-day working document on which you can make preliminary judgments about each child's progress and track the group as a whole at the same time. The Worksheet can help guide your observations, and help you to consider small group and program planning needs.

While you note children's progress on the Class Summary Worksheet on a regular basis, there are three times during the year when you should pinpoint where each child is on each objective. We call these periods *checkpoints*. In most programs, this checkpoint is done about six weeks after school starts, at mid-year, and six weeks before school ends. (If your program operates year-round, you may want to plan for a checkpoint every four months.)

Don't wait until the last week before a checkpoint to begin using the Class Summary Worksheet. When you have collected several observations and samples of the children's work and have time to evaluate what you are learning about each child, begin making preliminary markings. Perhaps the children were walking across a balance beam outside today. At the end of the day you might want to consult the Developmental Continuum and think about your observations. Which objectives might you now have some information about? You can consider your new observations in light of previous ones to make sure your judgment is accurate.

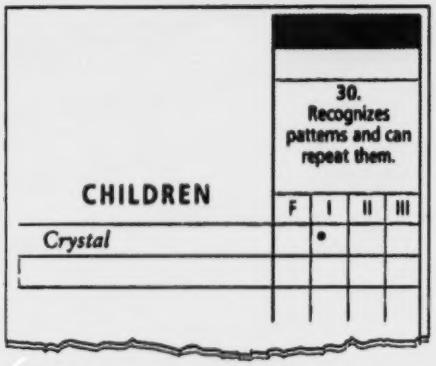
Similarly, as you use the Class Summary Worksheet regularly you will notice interests or strengths on which you can build to help children reach the next developmental step. Or you may find for example, that you have not observed children outdoors for gross motor objectives. A glance at the Worksheet can remind you to do that this week. If you were to notice that most children are at the Forerunner level or Step I for a particular objective you could then consider changes to your environment or program to give them more opportunities to work on a particular objective.

In this way you begin to get a picture of where each child is developmentally and the progress of the group as a whole. Seeing this information for the entire group alerts you to focus your observations with certain objectives in mind, either because you have no documentation or you suspect a child needs extra help.

Before you begin to use the Class Summary Worksheet, choose three different color pens or pencils to distinguish your marks for the fall, winter, and spring observation checkpoints. In the fall, you might begin using pencil marks (dots or checks) and then, when you feel surer of your analysis, switch to the color for fall. During the winter you might initially make pencil marks again and then confirm with the color pencil you have chosen for winter. By the end of the year you would have three different color marks for each objective for each child. Some boxes might have more than one color mark in it if a child stayed at the same developmental step for two observation periods or regressed during an observation period. The space at the bottom for checkpoint totals allows you to keep track of the progress of your group of children. This is an important step if you are required to track your class's progress for administrators or funders.

A Class Summary Worksheet that has been filled in for a year is included on the inside back cover of this manual.

Let's see how to begin using the Class Summary Worksheet with the observation note on Crystal. Looking at the Developmental Continuum, you decide that Crystal is at the first developmental step: Notices and recreates simple patterns with objects. On the Class Summary Worksheet, you put a check or dot under Objective 30, step I.



CHILDREN	30. Recognizes patterns and can repeat them.			
	F	I	II	III
Crystal		•		

An example from a Class Summary Worksheet.

When the checkpoint period comes, you gather all the documentation you have collected, your Class Summary Worksheet, and the Developmental Continuum. Read each objective and its developmental steps, review your documentation, and then determine the level that best describes a child's progress. Now look at your last marking for that objective on the Class Summary Worksheet. Was your mark appropriate, or do you need to adjust it?

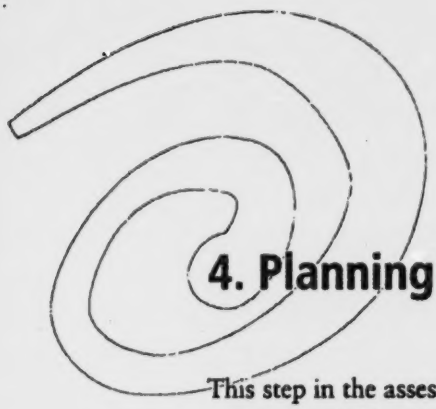
How to Use the Individual Child Profile

Between checkpoints you will find that it is easier to maintain up-to-date information using the Class Summary Worksheet. However, at each checkpoint, it is appropriate to enter your marks on the **Individual Child Profile.** The Individual Child Profile is your way to record the developmental progress of each child at three checkpoints during the year. This is the form that can become part of the child's permanent records to help next year's teachers see what the child can do.

When you are ready to transfer this information on the Individual Child Profile form, it will look like this.

LOGICAL THINKING (continued)	CHECKPOINT		
30. Recognizes patterns and can repeat them	F	W	S
Forerunner examples:			
I Notices and recreates simple patterns with objects	✓		
II Extends patterns or creates simple patterns of own design			
III Creates complex patterns of own design or by copying			

An example from an Individual Child Profile form.



4. Planning for Each Child and the Group

This step in the assessment process is what makes all the work of collecting, analyzing, and evaluating children's progress worthwhile. The wealth of information you have on each child, and your group as a whole, is only meaningful if it is used to make decisions, to plan for each child, and to plan for your group of children. The link between curriculum and assessment becomes clear at this stage.

Using What You Learn to Make Decisions

Teachers make many decisions each day as they observe children and respond to them based on what they feel the child needs to extend learning. Often your observations lead you to ask questions as you reflect on what you learn about a child and consider how best to provide support. Here are some examples of the kinds of questions your observations may lead you to ask.

- Tyrone needs help in learning to play with other children (Objective 10). His approach to joining a group leads the other children to reject him. How can I teach him a more successful way to be accepted? Who might become his friend?
- Susie imitates simple actions with the play telephone in the Dramatic Play Area (Objective 35). How can I help her move to the next step—using the phone to make a call as part of her play?
- Derrick has just learned to recognize the first letter of his name (Objective 46). How can I provide more opportunities for him to see his name used in a variety of ways and places throughout the day and help him focus on this?

When you determine a child's developmental step on the Continuum as described in the previous chapter, you can then decide what support a child needs to move to the next step. For example, with Crystal you might ask yourself, "How can I help her to extend patterns or create patterns of her own design?" Here's what you might do.

While working with Crystal in the Toys and Games Area, you watch her making a tower of interlocking cubes—red, white, red, white. To help Crystal move from working with simple patterns to ones that are more complex, you

pick up another set of cubes and begin making a pattern using three colors. You say to Crystal, "What am I doing with my cubes?" Crystal replies, "You've got red, white, blue, red, white, blue, red, and white." You ask, "What comes next?" Crystal answers, "Blue." You then encourage her to add blue cubes to her structure.

Over the next few days, you notice that Crystal is beginning to work on more complex patterns. To further support Crystal's learning about patterns, you draw her attention to patterns in the environment. On the playground, you help Crystal observe a pattern in the fence and the design in the hedges. Gradually, Crystal starts making more complicated patterns both with table toys and in music.

As this example illustrates, the Developmental Continuum is a powerful tool for helping you to identify where a child is in relation to each curriculum objective and how to support the next step in development. Because it covers all areas of development, using the Continuum gives you a comprehensive picture of the whole child.

Planning for Each Child Using the Child Progress and Planning Report

The main purpose of summarizing each child's progress at three points during the year is to share this information with families and jointly plan how best to support the child's development and learning. Plan on meeting formally with each child's parents at least three times a year, at each summary period. The first meeting is a time to get to know each other, to share information you each have about the child, and to discuss in greater detail your goals for the year. If you prepare for these conferences, you will feel more at ease.

Preparing for a Conference

Before meeting with families, go through the child's portfolio and the binder to be sure everything is up to date. Look over your observation notes and the samples of work you have collected, and think about what they tell you about the child's progress. Review what you have learned about each child as documented on the Class Summary Worksheet and the Individual Child Profile. What does it tell you about the child's social and emotional skills? Fine and gross motor skills? Cognitive development? Language skills?

This gives you a picture of the child's level in all areas of development. Now you use the Child Progress and Planning Report to begin planning. The first section of this form is called "Summary of Developmental Progress." Here you can summarize what you have

learned about a child's development based on your observations and analysis. The four boxes on this form correspond to each of the four areas of development. In each box, we list the Curriculum goals. The Individual Child Profile gives you more than enough information to highlight those accomplishments you feel are significant and likely to be of most interest to each child's family.

A final step in preparing for the conference is to give some thought to what are the next steps for this child, and what strategies will you discuss with the child's family. Ask yourself, "What skills and knowledge does this child need in order to pursue his/her interests? How can I build on this child's interests and strengths?" You won't have all the answers before meeting with families, but you will have some ideas to offer as a starting point.

Sharing Information and Planning Together

A good way to put families at ease is to begin a conference by sharing samples of work you have collected over time. Seeing evidence—such as photos of block structures the child has made, writing samples, drawings, and dictated stories—is a concrete way to begin talking about the child's learning. Take time to explain a little about each work sample and what it tells you about the child's interests and strengths. Show parents progress their child has made by comparing earlier samples with more current ones, for example, a child's attempt at writing his name in the fall and in the winter. Most important, share something positive about the child that shows you really know what's unique and special about that child and that you really care.

Next, review what you have written summarizing the child's progress. Highlight the child's strengths as well as any areas of concern, and share specific examples from your observation notes or the child's work samples.

Invite families to share their own observations. Questions such as the following encourage families to share their perspective:

- How are things going from your point of view?
- Does your child look forward to coming to the program/school?
- What changes have you seen?
- Does your child have any special interests we should know about?
- What are you most hoping your child will learn this year?

Record what you learn in the section marked "Family Comments and Observations."

The last section of the Progress and Planning Report has a place to write the strategies you will use to support each child's learning. Based on the information you and the family exchange during your meeting, you can jointly develop a plan for the child. Give examples of what you plan to do at school.

Next, find out what the child's family is most comfortable doing that would help the child make progress on specific objectives. List several activities they can do at home. You may need to offer assistance by lending materials or providing guidance if the families request help. Keep your suggestions to a minimum and make them easy to implement. Think about what is most important. For example, if literacy skills are high on a parent's list and you also feel work in this area would help the child, then you might suggest the following ideas:

- Read together every day and talk together about the story and the pictures.
- Point out the labels on food containers and in signs.
- Look through pictures in magazines and ask your child questions: What do you think is happening here? How do you think this person is feeling? Can you find the orange on this page?
- Encourage your child to draw and write.

Provide families with a copy of the plan so it becomes a true blueprint for supporting the child's development and learning. When you meet next, you and the family will assess how the plan worked, review more evidence of the child's progress, and develop a new plan.

CREATIVE CURRICULUM FOR PRESCHOOL

Child Progress and Planning Report

Child's Name: *Crystal Green* Date: *2-24-01*

Teacher(s): *Ms. Tory and Mr. Alvarez* Family Member(s): *Janice Green*

Summary of Developmental Progress:

SOCIAL/EMOTIONAL

Sense of Self; Responsibility for Self and Others; Prosocial Behavior

- *Seems to like school; becoming more confident*
- *Knows and follows rules, reminds others if they forget*
- *Completes tasks independently*
- *Beginning to play more with others but needs help entering a group and standing up for herself*

COGNITIVE

Learning and Problem Solving; Logical Thinking; Representation and Symbolic Thinking

- *Crystal shows a lot of perseverance (works on 8-12 piece puzzles until finished)*
- *Has made some very interesting observations about our class guinea pig*
- *Sorts objects by color or size; beginning to notice patterns; repeats them in stringing beads and arranging colored inch cubes*
- *Counts correctly up to 5, doesn't always connect a number to each object*
- *Loves dramatic play and drawing*

PHYSICAL

Gross Motor; Fine Motor

- *Favorite outdoor activity is riding a trike*
- *Somewhat reluctant to climb on the large equipment, but enjoys kick ball and running games*
- *She uses writing tools well, is able to cut with scissors, and string beads*

LANGUAGE

Listening and Speaking; Reading and Writing

- *Follows 2-step directions, expresses her ideas more and more, and can identify words that rhyme*
- *Enjoys listening to stories and story-telling; beginning to show an interest in writing and can form some recognizable letters*
- *Recognizes her own name*

FAMILY COMMENTS AND OBSERVATIONS

Crystal looks forward to going to school. Has one friend in building she plays with, but not always successfully. Loves listening to stories. Especially attached to her kitten, Whiskers. Father is concerned that she can't identify all the letters of the alphabet.

NEXT STEPS AT SCHOOL AND AT HOME

At school:

- *Encourage Crystal to write and draw during play and to use the alphabet chart*
- *Read big books to familiarize her with print*
- *Teach Crystal the words to use to enter a group*
- *Play games involving counting*

At home:

- *Read books together every day and discuss them*
- *Get magnetic letters for the refrigerator and talk about them*
- *Invite friends over to play with Crystal*
- *Have her set the table, matching one-to-one*

Teacher(s) Signature: R. Alvarez J. Tory Family Member(s) Signature: Janice Green

BEST COPY AVAILABLE

Planning for a Group of Children

Just as you plan for individual children, you need to plan for the whole group. You may find after summarizing progress for your group that work on some skills could benefit everyone and that you can build on other skills children have acquired. Activities take place each day in large- and small-group settings, so keep in mind what content you'd like to work on with the group. You'll also find that planning for the group extends over into the play that children do on their own.

Using What You Learn from the Class Summary Worksheet

When you complete your Class Summary Worksheet, you have a picture of the progress of your class as a whole. At a glance, you can see the strengths of your children and the areas that need further development. Use this information to make plans.

CHILDREN	27. Classifies Objects			
	F	I	II	III
1. Alexa		•		
2. Ben		•		
3. Carlos				•
4. Crystal		•		
5. Dallas	•			
6. Derek			•	
7. Janelle		•		
8. Jonetta			•	
9. Juwan		•		
10. Kate				•
11. Leo		•		
12. Malik		•		
13. Satsuko			•	
14. Sonya	•			
15. Susie			•	
16. Tasheen		•		
17. Tyrone			•	
18. Zack		•		
CHECKPOINT TOTALS				
Fall* ☑	2	9	5	2
Winter* ☐				
Spring* ☐				

An example from a Class Summary Worksheet.

To illustrate how this might work, let's examine a Class Summary Worksheet that lists 18 children. For objective 27, Classifies objects, these 4- to 5-year-olds look like this:

- Two children are at the forerunner level. They can group similar kinds of items together, but not sort them by characteristics.
- Nine children can sort objects by one property.
- Five children can sort objects by two properties.
- Two children can sort objects into categories that they themselves determine.

If you were to reflect on what this means, you would likely conclude that while two children are at the top developmental step in classifying objects, the majority of children are still developing this skill. Therefore, classification is a skill you might wish to work on with all of the children.

To make this learning objective a group focus, you might try the following strategies:

BEST COPY AVAILABLE

- Stock the Toys and Games Area with lotto games, beads, and manipulatives that focus on classification skills.
- Have a parent volunteer lead a small group of children in a lotto game that uses classification skills.
- Make sure that there are collections and natural materials that children can use to classify.
- Take nature walks and bring back leaves and other objects that children can use to classify.
- Make graphs that require children to categorize objects.
- Use categorizations during transitions: "Will all the children who are wearing red and have Velcro fasteners on their shoes, go put on their coats."
- During group time, have children come up with different categories for recycling trash. Then label the receptacles accordingly and have children use them.
- Have children come up with categories for labeling prop boxes used in Dramatic Play and for Cooking.

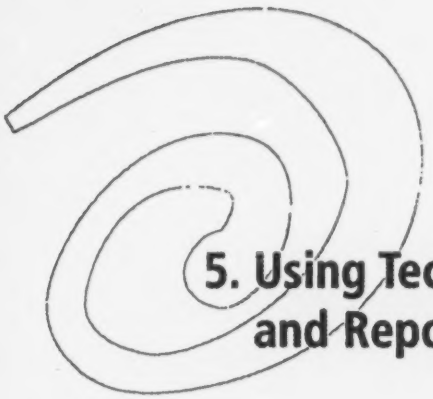
The Class Summary Worksheet information enables you to identify those children about whom you need more information, or who would benefit from more focused practice and instruction in a particular skill. For example, you may find that you are unable to say whether five of the children can hear and discriminate the sounds of language. To find out, you plan a time to gather these children, perhaps two at a time, to read poetry and sing rhymes together. Based on what you learn, you might decide to set up some small-group activities with those children who are having trouble hearing the sounds in words.

Please keep in mind that the Developmental Continuum applies to children ages 3 to 5, and to children who are not at a typical level of development. Therefore, you cannot expect that every child in your program will progress to the higher levels for each objective. Similarly, in a group of 3- to 4-year-old children, you can't expect that all children will progress to the top developmental step. Over the course of the year, however, you would hope to see evidence of progress in every child.

As you can see, assessment and curriculum planning are an ongoing process. You collect facts, analyze and evaluate what they tell you about the child's development, then summarize what you learn and use the information to plan for each child and for a group of children. You then implement your plans, continue to observe and document what children do, and the cycle goes on. This is how curriculum and assessment are linked together in a *Creative Curriculum* classroom.

The Year at a Glance

September	OBSERVATION AND DOCUMENTATION	Observe and document; sort notes; use the Class Summary Worksheet to keep track of what you learn.
October		1st Checkpoint—Complete Class Summary Worksheet and Individual Child Profiles; complete Child Progress and Planning Report and meet with families.
November		
December		Observe and document; sort notes; use the Class Summary Worksheet to keep track of what you learn.
January		2nd Checkpoint—Complete Class Summary Worksheet and Individual Child Profiles; complete Child Progress and Planning Report and meet with families.
February		
March		Observe and document; sort notes; use the Class Summary Worksheet to keep track of what you learn.
April		3rd Checkpoint—Complete Class Summary Worksheet and Individual Child Profiles; complete Child Progress and Planning Report and meet with families.
May		



5. Using Technology to Analyze and Report on Group Progress

The information you have on children's progress will be of interest to several groups. Teachers and administrators can use this information to evaluate the effectiveness of the program and determine any needed changes. Increasingly, early childhood programs are being asked (even mandated) to demonstrate to decision makers and funders that children are making progress and acquiring the skills needed to be successful in school. One source of data for generating outcomes reports is the information teachers have collected on individual children and then summarized for the group. Programs that have in place an assessment system that is tied to their curriculum should have no trouble gathering and analyzing information and reporting outcomes.

The Creative Curriculum Progress and Outcomes Reporting Tool

The task of preparing reports is easily done using *The Creative Curriculum Progress and Outcomes Reporting Tool* (CC-PORT™). This software program is available on a CD-ROM and uses the information you collect using the Developmental Continuum Assessment System. It allows you to compare the progress of a group of children in several categories, depending on the information you need and type of reports you are required to produce. By using CC-PORT™, you can create a report that includes a narrative, tables, and charts illustrating the percentage of children at each developmental step in the fall, winter, and spring. For example, it will show you what progress your group of children has made in each of *The Creative Curriculum* developmental areas—social/emotional, physical, cognitive, and language. You can also see where your group of children is in relation to eight widely recognized categories that will help programs analyze information and answer questions about children's progress in language, literacy, mathematics, science, creative arts, approaches to learning, social/emotional development, and physical health and development. In addition, legislative mandates require Head Start programs to report on group progress related to 13 specific categories, called domain elements and indicators:

1. Understands an increasingly complex and varied vocabulary.
2. Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
3. For non-English-speaking children, progresses in listening to and understanding English.*
4. Uses an increasingly complex and varied spoken vocabulary.
5. For non-English-speaking children, progresses in speaking English.*
6. Phonological awareness.
7. Associates sounds with written words.
8. Book knowledge and appreciation.
9. Print awareness and concepts.
10. Recognizes a word as a unit of print.
11. Identifies at least 10 letters of the alphabet, especially those in their own name.
12. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.
13. Number and operations.

Following this page is a chart that shows how each of *The Creative Curriculum* objectives relates to all of these categories.

* Please note, for children whose first language is not English, the Developmental Continuum does not assess a child's progress toward acquisition of English. Therefore, this reporting tool does not provide information about progress in this area.

Correlation Between *The Creative Curriculum®* and the Head Start Child Outcomes Framework

	Language	Literacy	Mathematics	Science	Creative Arts	Approaches to Learning	Social/Emotional Development	Physical Health & Well Being	13 Domain Elements & Indicators (See Key for Descriptions)											
									1	2	3	4	5	6	7	8	9	10	11	12	13
SOCIAL/EMOTIONAL DEVELOPMENT																					
Sense of Self																					
1. Ability to adjust to new situations							•														
2. Demonstrates appropriate trust in adults							•														
3. Recognizes own feelings and manages them appropriately	•				•		•			•											
4. Stands up for rights	•						•			•											
Responsibility for Self and Others																					
5. Demonstrates self-direction and independence							•	•													
6. Takes responsibility for own well-being							•	•													
7. Respects and cares for classroom environment and materials						•	•														
8. Follows classroom routines							•	•													
9. Follows classroom rules							•	•													
Prosocial Behavior																					
10. Plays well with other children							•														
11. Recognizes the feelings of others and responds appropriately							•														
12. Shares and respects the rights of others							•														
13. Uses thinking skills to resolve conflicts	•						•														
PHYSICAL DEVELOPMENT																					
Gross Motor																					
14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)								•													
15. Shows balance while moving					•			•													
16. Climbs up and down								•													

Correlation Between *The Creative Curriculum*® and the Head Start Child Outcomes Framework

	Language	Literacy	Mathematics	Science	Creative Arts	Approaches to Learning	Social/Emotional Development	Physical Health & Well Being	13 Domain Elements & Indicators (See Key for Descriptions)												
									1	2	3	4	5	6	7	8	9	10	11	12	13
17. Pedals and steers a tricycle (or other wheeled vehicle)								●													
18. Demonstrates throwing, kicking, and catching skills								●													
Fine Motor																					
19. Controls small muscles in hands								●													
20. Coordinates eye-hand movement		●						●													
21. Uses tools for writing and drawing		●		●	●			●													
COGNITIVE DEVELOPMENT																					
Learning and Problem Solving																					
22. Observes objects and events with curiosity				●		●															
23. Approaches problems flexibly			●	●		●															●
24. Shows persistence in approaching tasks						●															
25. Explores cause and effect				●		●															
26. Applies knowledge or experience to a new context						●															
Logical Thinking																					
27. Classifies objects			●	●		●															●
28. Compares/measures			●	●		●															●
29. Arranges objects in a series			●			●															●
30. Recognizes patterns and can repeat them	●		●		●	●															●
31. Shows awareness of time concepts and sequence			●	●																	●
32. Shows awareness of position in space			●	●	●			●													
33. Uses one-to-one correspondence			●																		●
34. Uses numbers and counting			●																		●
Representation and Symbolic Thinking																					
35. Takes on pretend roles and situations		●			●						●										
36. Makes believe with objects		●			●																
37. Makes and interprets representations			●		●	●											●			●	

Correlation Between *The Creative Curriculum*® and the Head Start Child Outcomes Framework

	Language	Literacy	Mathematics	Science	Creative Arts	Approaches to Learning	Social/Emotional Development	Physical Health & Well Being	13 Domain Elements & Indicators (See Key for Descriptions)												
									1	2	3	4	5	6	7	8	9	10	11	12	13
LANGUAGE DEVELOPMENT																					
Listening and Speaking																					
38. Hears and discriminates the sounds of language	•	•			•									•	•						
39. Expresses self using words and expanded sentences	•						•			•		•									
40. Understands and follows oral directions	•																				
41. Answers questions	•					•			•	•											
42. Asks questions	•					•				•		•									
43. Actively participates in conversations	•									•											
Reading and Writing																					
44. Enjoys and values reading		•														•					
45. Demonstrates understanding of print concepts		•														•	•	•		•	
46. Demonstrates knowledge of the alphabet		•												•	•		•		•	•	
47. Uses emerging reading skills to make meaning from print		•													•		•	•	•	•	
48. Comprehends and interprets meaning from books and other texts		•							•												
49. Understands the purpose of writing		•																	•	•	
50. Writes letters and words		•																•	•	•	

Conclusion

As you have seen in this Guide, assessment and curriculum are so closely linked that they should not be separated. Assessing children's progress in the context of everyday activities informs the decisions you make in planning for individuals and groups. We have shown you how to *collect facts* through observation and documentation; how to *analyze and evaluate* children's progress using The Developmental Continuum; and how to *plan* instruction *for each child and the group* based on what you have learned. In addition, we have demonstrated a way to report outcomes on groups of children and how to use that information to improve your program. We hope that this assessment system will help you take a close look at each child's unique abilities, interests and needs. Using this system, you will have a wealth of information to promote each child's successful learning and to implement *The Creative Curriculum* effectively.

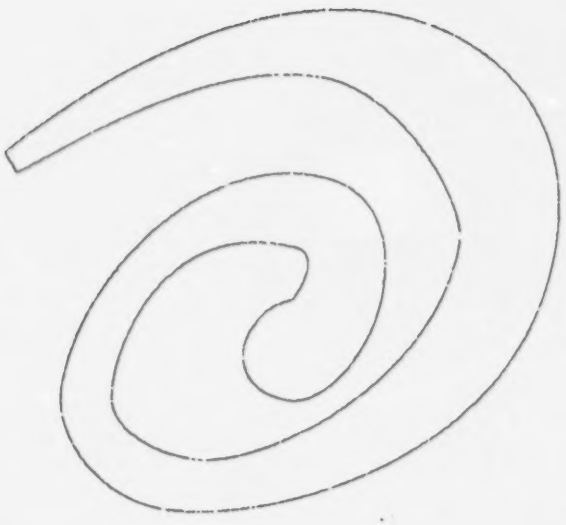
Appendices

Appendix A

The Creative Curriculum® Goals and Objectives at a Glance 47

Appendix B

Additional Gross Motor Skills 48



The Creative Curriculum® Goals and Objectives at a Glance

SOCIAL/EMOTIONAL DEVELOPMENT

Sense of Self

1. Shows ability to adjust to new situations
2. Demonstrates appropriate trust in adults
3. Recognizes own feelings and manages them appropriately
4. Stands up for rights

Responsibility for Self and Others

5. Demonstrates self-direction and independence
6. Takes responsibility for own well-being
7. Respects and cares for classroom environment and materials
8. Follows classroom routines
9. Follows classroom rules

Prosocial Behavior

10. Plays well with other children
11. Recognizes the feelings of others and responds appropriately
12. Shares and respects the rights of others
13. Uses thinking skills to resolve conflicts

PHYSICAL DEVELOPMENT

Gross Motor

14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)
15. Shows balance while moving
16. Climbs up and down
17. Pedals and steers a tricycle (or other wheeled vehicle)
18. Demonstrates throwing, kicking, and catching skills

Fine Motor

19. Controls small muscles in hands
20. Coordinates eye-hand movement
21. Uses tools for writing and drawing

COGNITIVE DEVELOPMENT

Learning and Problem Solving

22. Observes objects and events with curiosity
23. Approaches problems flexibly
24. Shows persistence in approaching tasks
25. Explores cause and effect
26. Applies knowledge or experience to a new context

Logical Thinking

27. Classifies objects
28. Compares/measures
29. Arranges objects in a series
30. Recognizes patterns and can repeat them
31. Shows awareness of time concepts and sequence
32. Shows awareness of position in space
33. Uses one-to-one correspondence
34. Uses numbers and counting

Representation and Symbolic Thinking

35. Takes on pretend roles and situations
36. Makes believe with objects
37. Makes and interprets representations

LANGUAGE DEVELOPMENT

Listening and Speaking

38. Hears and discriminates the sounds of language
39. Expresses self using words and expanded sentences
40. Understands and follows oral directions
41. Answers questions
42. Asks questions
43. Actively participates in conversations

Reading and Writing

44. Enjoys and values reading
45. Demonstrates understanding of print concepts
46. Demonstrates knowledge of the alphabet
47. Uses emerging reading skills to make meaning from print
48. Comprehends and interprets meaning from books and other texts
49. Understands the purpose of writing
50. Writes letters and words

©2001 Teaching Strategies, Inc. Washington, DC. Permission is granted to duplicate in programs Implementing *The Creative Curriculum*®.

Physical Development

Additional Gross Motor Skills
(A Further Breakdown of Objectives 14 and 18)

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
Develops and refines running skills	Forerunners Walks with assistance walks independently; walks, avoiding obstacles Runs, sometimes falls	Runs with direction, avoiding obstacles	Runs smoothly, with speed, moving arms reciprocally with legs	Runs quickly, changing directions, starting and stopping easily
Develops and refines jumping skills	Forerunners Jumps with hand held Jumps in place with both feet landing together	Jumps off a step and lands with both feet; jumps forward, may lead with one foot	Does a running broad jump with both feet together	From standing position, jumps forward several feet with both feet together
Develops and refines galloping skills	Forerunners Walks quickly with consistent pace and direction Varies pace while walking and running	Attempts to gallop a few paces, leading with one foot	Gallops a few feet forward, reverts to running after several steps	Gallops smoothly and with directions for a short distance
Develops and refines hopping skills	Forerunners Stands on one foot with hand held Hops with hand held Hops in place on one foot one time	Hops in place on one foot at least two consecutive times	Hops forward on one foot a distance of several feet	Hops forward on one foot across playground

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
Develops and refines throwing skills	Forerunners Grasps beanbag or ball but can't release object Hurls beanbag or ball	Throws a ball several feet toward a person or target, either overhand or underhand	Throws a ball overhand several feet toward a person or target, following through with arm	Throws a ball a short distance toward a person or target with accuracy
Develops and refines catching skills	Forerunners Engages in ball play Sits on floor in straddle position and traps a rolled ball with arms and body	Catches a large ball, standing still and holding arms out straight	Catches a ball with arms in front of body and elbows bent; may trap ball against body	Catches a large ball with arms at side of body and elbows bent
Develops and refines kicking skills	Forerunners Walks up to ball and makes contact with foot Kicks a ball a short distance with hand held to maintain balance	Kicks a ball a short distance, maintaining balance	Runs toward a ball and kicks it a short distance with direction	Kicks a ball several feet in the air toward a target

References

The Child Mental Health Foundations and Agencies Network. 2000. *A Good Beginning: Sending America's Children to School with the Social and Emotional Competence They Need to Succeed.* Bethesda, MD: The National Institute of Mental Health.

International Reading Association and the National Council of Teachers of English. 1996. *Standards for the English Language Arts.* Newark, DE: International Reading Association.

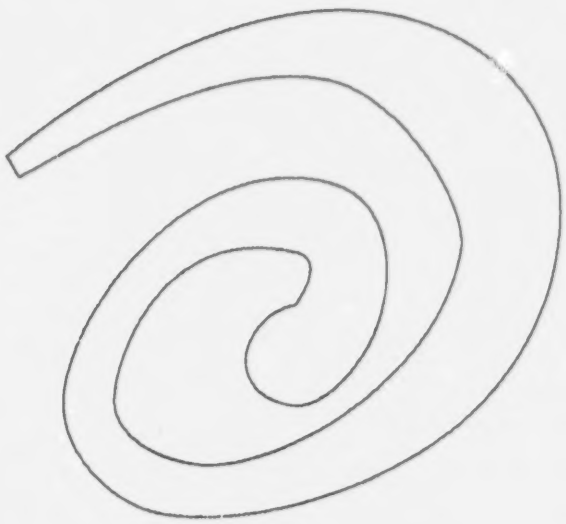
Jablon, J.R., A.L. Dombro, and M.L. Dichtelmiller. 1999. *The Power of Observation.* Washington, DC: Teaching Strategies, Inc.

National Research Council. 1998. *Preventing Reading Difficulties in Young Children.* Washington, DC: National Academy Press.

National Research Council. 1999. *Starting Out Right: A Guide to Promoting Children's Reading Success.* Washington, DC: National Academy Press.

Neuman, S. B., C. Copple, and S. Bredekamp. 2000. *Learning to Read and Write: Developmentally Appropriate Practices for Young Children.* Washington, DC: NAEYC.

A Report of the Surgeon General. 1996. *Physical Activity and Health.* Washington, DC: U.S. Department of Health and Human Services.



Notes

Class Summary Worksheet

CHILDREN	SOCIAL EMOTIONAL DEVELOPMENT																															
	Sense of Self																Responsibility for Self and Others															
	1. Shows ability to adjust to new situations				2. Demonstrates appropriate trust in adults				3. Recognizes own feelings and manages them appropriately				4. Stands up for rights				5. Demonstrates self-direction and independence				6. Takes responsibility for own well-being				7. Respects and cares for classroom environment and materials				8. Follows classroom routines				9. Follows classroom rules			
	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III
1. *Alexa*			○	○●			○○	●		○○	●		○	○●				○○	●			○	○●		○	○●					○	○●		○○	●	
2. *Ben*			○	●●			○●	●		○	●	●		○●	●			○●	●			○	●●			○●	●				○	●●		○	●	●
3. *Carlos*			○	○●		○	○●			○○	●			○	○●			○	○●			○	○●			○	○●				○	○●		○○	●	
4. *Crystal*		○	●●			○	●●		○	●	●			○●	●		○	●●				○	●●			○●				○	●●		○	●	●	
5. *Dallas*		○	○●			○	○●		○	○●				○	○●			○○	●			○	○●			○	○●			○	○●		○	○●		
6. *Derek*		○●	●			○	●	●		○●	●				○●	●			○●	●					●		○●	●				○●	●				
7. *Janelle*				○○●			○	○●			○○	●		○	○●			○	○●			○○	●			○	○●					○●			○○	●
8. *Jonetta*			○●	●		○	●●			○	●●		○	●●				○●	●		○●	●			○	●●					○●	●		○	●●	
9. *Juwan*			○○	●		○	○	●			○○	●		○○	●		○	○●				○○	●			○○	●				○○	●			○○	●
10. *Kate*		○	●●			○	●●				○●	●			○●	●		○●	●		○						○●	●			○	●●			○●	●
11. *Leo*	○	○	●			○	○	●			○	○●		○	○●				○○●			○○	●			○	○●		○	○	●				○	○●
12. *Malik*		○	●●		○	●	●			○	●●			○	●●			○	●●			○	●●			○	●●				○	●●		○	●●	
13. *Setsuko*			○○	●		○○	●		○	○●				○○	●		○	○●				○	○●			○○					○○	●	○	○●		
14. *Sonya*			○	●●			○●	●		○	●●			○	●●			○●	●			○●	●			○	●●				○	●●			●●	
15. *Susie*				○●			○	○●			○○	●		○○	●			○○	●				○○	●		○○	●					○●			○○	●
16. *Tasheen*			○●	●			○	●●		○	●●			○	●●			○	●●			○	●●			○	●●				○●	●		○	●●	
17. *Tyrone*		○○	●			○	○	●		○	○●			○	○	●			○	○●		○	○●			○	○	●			○○	●		○	○●	
18. *Zack*		○●	●		○	●	●		○	●●				○●	●			○●	●			○●	●			○●	●				○●	●	○	●●		
CHECKPOINT TOTALS																																
Fall* ☒	1	7	8	2	2	10	6	0	4	9	5	0	2	14	2	0	3	12	3	0	2	14	2	0	2	14	1	0	1	.7	8	1	4	8	5	0
Winter* ☒	0	4	8	6	0	3	12	3	0	7	10	1	0	8	10	0	0	11	6	1	1	5	11	0	0	8	9	0	0	4	8	6	0	7	10	1
Spring* ☒	0	0	8	10	0	0	8	10	0	3	9	6	0	2	13	3	0	3	13	2	0	.1	14	2	0	2	11	3	0	0	8	10	0	3	9	6

*Fill in the box with the color you are using for each checkpoint

A Teacher's Guide to Using *The Creative Curriculum®* Developmental Continuum Assessment System

A Teacher's Guide to Using The Creative Curriculum® Developmental Continuum Assessment System shows you how observation and assessment are linked to effective implementation of *The Creative Curriculum®*. It provides the context for observation and assessment, strategies for getting started, and instructions for how to use all of the forms and other materials that are part of *The Creative Curriculum®* Developmental Continuum Assessment System.

CURRICULUM GOALS AND OBJECTIVES

The goals and objectives give you the direction for planning your program and a way to determine what children know and how they are progressing. *The Creative Curriculum®* Developmental Continuum shows the progression you can expect for 3- to 5-year-olds for each of the Curriculum's 10 goals and 50 objectives. It includes forerunners for children who may not be at a typical level but still exhibit strengths on which you can build.

COLLECTING FACTS

The first step in linking curriculum planning and assessment is collecting facts—learning as much as possible about each child. Ongoing observation is the primary way that teachers collect facts. To help you remember and use what you learn from your observations, you need systems for documenting what you see. This part of the guide offers practical ideas for observing and documenting your observations, and collecting samples of children's work over time to keep in portfolios.

ANALYZING AND EVALUATING FACTS

Observation notes and samples of children's work reveal a wealth of information that can be analyzed and evaluated to determine exactly where a child is developmentally. For this stage in the assessment process, you have *The Creative Curriculum®* goals and objectives, the Developmental Continuum, the Class Summary Worksheet, and the Individual Child Profile.

PLANNING FOR EACH CHILD AND THE GROUP

The information you have pinpointing where each child is in relation to the Curriculum objectives enables you to plan for each child. You review and summarize what you have learned about a child on the Child Progress and Planning Report, then meet with families to exchange what you know and plan the next steps. You also plan for your group of children by examining the information on the Class Summary Worksheet so you know how best to plan for the group considering who may benefit from more focused practice and instruction on a given skill.

BEST COPY AVAILABLE

TEACHING STRATEGIES

Teaching Strategies, Inc.
P.O. Box 42243
Washington, DC 20015
800-637-3652
www.TeachingStrategies.com

ISBN 1-879537-54-0
90000
9 781879 537545

The Creative Curriculum®

Developmental Continuum

For Ages 3-5

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

L. Bram

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

PS 020365

THE CREATIVE CURRICULUM® FOR PRESCHOOL

73

PUBLISHED BY:
Teaching Strategies, Inc.
P.O. Box 42243
Washington, DC 20015
www.TeachingStrategies.com
Printed in the United States
ISBN: 1-879537-61-3

Copyright © 2001 Teaching Strategies, Inc.
All rights reserved. No part of this book may be reproduced in any form or by any means without the prior written permission of Teaching Strategies, Inc.

The Creative Curriculum®

Developmental Continuum for Ages 3-5

SOCIAL/EMOTIONAL DEVELOPMENT

- Sense of Self 2
- Responsibility for Self and Others 3
- Prosocial Behavior 5

PHYSICAL DEVELOPMENT

- Gross Motor* 6
- Fine Motor 8

COGNITIVE DEVELOPMENT

- Learning and Problem Solving 9
- Logical Thinking 11
- Representation and Symbolic Thinking 13

LANGUAGE DEVELOPMENT

- Listening and Speaking 14
- Reading and Writing 16

* Teachers who work with children who may have developmental lags in gross motor skills will find it helpful to see the specific developmental steps for running, jumping, hopping, galloping, throwing, kicking, and catching. A breakdown of these gross motor skills appears in Appendix B of *A Teacher's Guide to Using The Creative Curriculum® Developmental Continuum Assessment System.*

SOCIAL/EMOTIONAL DEVELOPMENT

Sense of Self

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
1. Shows ability to adjust to new situations	**Forerunners** Interacts with teachers when family member is nearby Is able to move away from family member; checks back occasionally ("social referencing")	Treats arrival and departure as routine parts of the day *e.g., says good-bye to family members without undue stress; accepts comfort from teacher*	Accepts changes in daily schedules and routines *e.g., eagerly participates in a field trip; accepts visitors to classroom*	Functions with increasing independence in school *e.g., readily goes to other parts of the building for scheduled activities; willingly delivers a message from classroom teacher to the office*
2. Demonstrates appropriate trust in adults	**Forerunners** Seeks to be near trusted adult as a "safe haven" Makes visual or physical contact with trusted adult for reassurance	Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy *e.g., explores the indoor and outdoor environments without being fearful; summons adult when assistance is needed*	Regards parents and teachers as resources and positive role models *e.g., imitates parents going to work or at home during dramatic play; asks teacher's advice on how to saw a piece of wood in half*	Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers) *e.g., knows who is allowed to give her medicine; talks about why children shouldn't go anywhere with strangers*
3. Recognizes own feelings and manages them appropriately	**Forerunners** Cries to express displeasure Uses facial expressions to communicate feelings *e.g., nods when asked if he is feeling sad*	Identifies and labels own feelings *e.g., says, "I'm mad at you"; "I really want to paint today"*	Is able to describe feelings and their causes *e.g., says, "I'm excited because my dad is coming home"; "I'm mad because they won't let me play with them"*	Is increasingly able to manage own feelings *e.g., calms self down when angry and uses words to explain why; chooses to go to a quiet area to be alone when upset*
4. Stands up for rights	**Forerunners** Protests when slighted or wronged by crying or yelling Grabs or pushes when seeking a desired toy	Physically or verbally asserts needs and desires *e.g., continues to hold classroom pet another child wants; lets teacher know if another child refuses to give anyone a turn on the ride-on truck*	Asserts own needs and desires verbally without being aggressive *e.g., says, "It's my turn now" when sand timer runs out; tells friend who asks to paint at the easel, "I'm not done," and continues working*	Takes action to avoid possible disputes over rights *e.g., puts up "Do not knock down" sign in front of block structure; divides sandbox into area for himself and peer*

Responsibility for Self and Others

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
5. **Demonstrates self-direction and independence**	**Forerunners** Purposefully indicates needs or wants (may be nonverbal) Selects toy or activity; plays briefly	**Chooses and becomes involved in one activity out of several options** *e.g., during free play decides to play with giant dominoes on floor in toys and games area; after waking up from nap, takes book from shelf in library area and looks at it*	**Completes multiple tasks in a project of own choosing with some adult assistance** *e.g., makes a collage: collects materials, glue, paper, and scissors and works until done; builds a zoo with blocks, animal and people props, and cars*	**Carves out and completes own task without adult assistance** *e.g., draws one section of mural without intruding on other sections; makes a book about family trip that includes 5 pictures in sequence*
6. **Takes responsibility for own well-being**	**Forerunners** Allows adult to attend to personal needs such as dressing or washing hands without resistance Uses self-help skills with adult assistance such as brushing teeth or putting on coat with help	**Uses self-help skills with occasional reminders** *e.g., tries new foods when encouraged by teacher; washes hands with soap and water following procedures taught*	**Uses self-help skills and participates in chores without reminders** *e.g., goes to get a sponge after spilling juice; helps throw away trash after a picnic*	**Understands the importance of self-help skills and their role in healthy living** *e.g., tries new foods and talks about what's good for you; knows why it's important to wash hands and brush teeth*
7. **Respects and cares for classroom environment and materials**	**Forerunners** Engages with/explores materials for brief periods of time with adult assistance or independently Participates in clean-up routines when asked	**Uses materials in appropriate ways** *e.g., paints at easel; turns pages in book carefully without tearing*	**Puts away used materials before starting another activity** *e.g., shuts off the tape recorder before leaving the listening center; returns puzzle to shelf*	**Begins to take responsibility for care of the classroom environment** *e.g., gets broom and dust pan to help remove sand; pitches in willingly to move furniture to clear a group area*
8. **Follows classroom routines**	**Forerunners** Allows adult to move him/her through routines Follows classroom routines with assistance such as reminders, picture cues, or physical help	**Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting** *e.g., after cleaning up, goes to rug for circle time when the teacher strums the autoharp*	**Understands and follows classroom procedures without prompting** *e.g., goes to wash hands and brush teeth after lunch*	**Follows and understands the purpose of classroom procedures** *e.g., tells peer that he can't eat lunch until he's washed his hands*

Responsibility for Self and Others (continued)

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
9. **Follows classroom rules**	**Forerunners** Follows simple directions and limits when told by an adult Follows classroom rules with assistance such as reminders, picture cues, or physical help	**Follows classroom rules with reminders** *e.g., responds positively to guidance such as "speak with your indoor voice"*	**Understands and follows classroom rules without reminders** *e.g., returns puzzles to shelf before leaving the table area*	**Follows and understands reasons for classroom rules** *e.g., tells friend to put artwork on shelf so it will be safe; reminds peer not to run in classroom so that no one will get hurt*

Prosocial Behavior

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
10. Plays well with other children	Forerunners Tolerates being physically near others Plays alongside another child Enjoys simple back and forth games such as hide and seek	Works/plays cooperatively with one other child *e.g., draws or paints beside peer, making occasional comments; has a pretend phone conversation with another child*	Successfully enters a group and plays cooperatively *e.g., joins other children caring for babies in dramatic play center; plans with peers what they will need to set up a class restaurant*	Maintains an ongoing friendship with at least one other child *e.g., says, "We're friends again, right?" after working through a conflict; talks about another child as "my best friend"*
11. Recognizes the feelings of others and responds appropriately	Forerunners Notices expressions of feelings in others *e.g., looks or reacts by crying or laughing* Imitates other children's expressions of feelings	Is aware of other children's feelings and often responds in a like manner *e.g., laughs or smiles when others are happy; says a child is sad because her mom left*	Shows increasing awareness that people may have different feelings about the same situation *e.g., says that another child is afraid of thunder but, "I'm not"; acts out role of angry parent during pretend play*	Recognizes what another person might need or want *e.g., brings a book on trucks to show a child who loves trucks; helps a friend who is having difficulty opening a milk carton*
12. Shares and respects the rights of others	Forerunners Plays alongside another child using same or similar materials with adult assistance Plays alongside another child using same or similar materials without conflict	With prompts, shares or takes turns with others *e.g., allows sand timer to regulate turns with favorite toys; complies with teacher's request to let another child have a turn on the tricycle*	Shares toys or allows turn in response to another child's request *e.g., appropriately occupies self while waiting for others to leave swings without crying or demanding a turn; plays at sand table without grabbing items being used by others*	Shares and defends the rights of others to a turn *e.g., reminds child who doesn't want to relinquish a turn that it is another child's turn; asks teacher to intervene when two children begin to fight over a toy*
13. Uses thinking skills to resolve conflicts	Forerunners Accepts adult solution to resolve a conflict Seeks adult assistance to resolve a conflict *e.g., cries, approaches adult, or asks for help*	Accepts compromise when suggested by peer or teacher *e.g., agrees to play with another toy while waiting for a turn; goes to "peace table" with teacher and peer to solve a problem*	Suggests a solution to solve a problem; seeks adult assistance when needed *e.g., suggests trading one toy for another; asks teacher to make a waiting list for the water table*	Engages in a process of negotiation to reach a compromise *e.g., works out roles for a dramatic play episode; suggests going to the "peace table" to work out a problem*

PHYSICAL DEVELOPMENT

Gross Motor

Curriculum Objectives	Developmental Continuum for Ages-5			
		I	II	III
14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)	Forerunners Walks with assistance Runs, sometimes falls Jumps and hops with hand held	Moves with direction and beginning coordination *e.g., runs avoiding obstacles; jumps forward, may lead with one foot; hops in place once or twice*	Moves with direction and increasing coordination *e.g., runs moving arms and legs; does a running jump with both feet; attempts to skip, often reverting to galloping*	Moves with direction and refined coordination *e.g., runs quickly changing directions, starting and stopping; jumps forward from standing position; gallops smoothly*
15. Shows balance while moving	Forerunners Walks on toes Easily stops, starts, changes direction, avoids obstacles Walks forward straddling line	Attempts to walk along a line, stepping off occasionally	Walks along wide beam such as edge of sandbox	Walks forward easily, and backward with effort, along a wide beam
16. Climbs up and down	Forerunners Crawls up stairs on own Walks up stairs with hand held Climbs a short, wide ladder with support from adult	Climbs a short, wide ladder	Climbs up and down stairs and ladders, and around obstacles	Climbs and plays easily on ramps, stairs, ladders, or sliding boards
17. Pedals and steers a tricycle (or other wheeled vehicle)	Forerunners Sits on tricycle or other riding toy, pushing forward/backward with feet not using pedals Pedals tricycle, difficulty with steering	Pedals in forward direction, steering around wide corners	Pedals and steers around obstacles and sharp corners	Rides with speed and control

Gross Motor (continued)

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
18. **Demonstrates throwing, kicking, and catching skills**	**Forerunners** Hurls beanbag or ball Sits on floor and traps a rolled ball with arms and body Kicks a ball a short distance with hand held to maintain balance	**Throws, catches, and kicks objects with somewhat awkward movements** *e.g., throws ball with both hands; catches a large ball against body; kicks ball from standing position*	**Throws, catches, and kicks with increasing control** *e.g., throws ball overhand several feet toward target; catches bounced ball; moves toward ball and kicks*	**Throws and kicks at target and catches with increasing accuracy** *e.g., throws object with smooth overhand motion; catches object with elbows bent; kicks ball with fluid motion*

Fine Motor

Curriculum Objectives	Developmental Continuum for Ages 3-5			
	Forerunners	I	II	III
19. Controls small muscles in hands	Uses self-help skills such as: finger feeds self; removes shoes/socks; washes hands with assistance Drops objects into container Touches thumb to finger to pick up object	Manipulates objects with hands *e.g., places large pegs in pegboard; buttons large buttons on own clothes; uses scissors to make snips*	Manipulates smaller objects with increasing control *e.g., eats with a fork; inserts and removes small pegs in pegboard; squeezes clothespin to hang painting; cuts with scissors along a straight or slightly curved line*	Manipulates a variety of objects requiring increased coordination *e.g., creates recognizable objects with clay; buttons, zips, and sometimes ties; cuts with scissors along lines, turning corners; cuts simple shapes out of paper*
20. Coordinates eye-hand movement	Removes pegs from pegboard Opens a board book and turns a page Puts one block on top of another, holding the base block	Performs simple manipulations *e.g., makes a necklace with a string and large beads; rolls and pounds playdough; places pegs in pegboard*	Performs simple manipulations with increasing control *e.g., makes a necklace using small beads; pours water into a funnel*	Manipulates materials in a purposeful way, planning and attending to detail *e.g., strings a variety of small objects (straws, buttons, etc.); using table blocks, creates a tall structure that balances; completes 8-piece puzzle*
21. Uses tools for writing and drawing	Holds large writing tool and marks with it Holds marker in palmar grasp and scribbles	Holds a marker or crayon with thumb and two fingers; makes simple strokes	Makes several basic strokes or figures; draws some recognizable objects	Copies and draws simple shapes, letters, and words including name

COGNITIVE DEVELOPMENT

Learning and Problem Solving

Developmental Continuum for Ages 3-5

Curriculum Objectives	I	II	III
22. Observes objects and events with curiosity	**Forerunners** Looks at and touches object presented by an adult or another child Explores materials in the environment *e.g., touching, looking, smelling, mouthing, listening, playing*	**Examines with attention to detail, noticing attributes of objects** *e.g., points out stripes on caterpillar; notices it gets darker when the sun goes behind a cloud; points out changes in animals or plants in room*	**Notices and/or asks questions about similarities and differences** *e.g., points out that two trucks are the same size; asks why the leaves fall off the trees*	**Observes attentively and seeks relevant information** *e.g., describes key features of different models of cars (such as logos, number of doors, type of license plate); investigates which objects will sink and which will float*
23. Approaches problems flexibly	**Forerunners** Imitates adult or peer in solving problems Repeats and persists in trial and error approach	**Finds multiple uses for classroom objects** *e.g., uses wooden blocks as musical instruments; strings wooden beads into necklace for dress-up*	**Experiments with materials in new ways when first way doesn't work** *e.g., when playdough recipe produces sticky dough, asks for more flour; fills plastic bottle with water to make it sink*	**Finds alternative solutions to problems** *e.g., suggests using block as doorstop when classroom doorstop disappears; offers to swap trike for riding toy she wants and then adds fire-fighter hat to the bargain*
24. Shows persistence in approaching tasks	**Forerunners** Remains engaged in a task for short periods with assistance Stays involved in self-selected activity such as playing with playdough for short periods	**Sees simple tasks through to completion** *e.g., puts toys away before going on to next activity; completes 5-piece puzzle*	**Continues to work on task even when encountering difficulties** *e.g., rebuilds block tower when it tumbles; keeps trying different puzzle pieces when pieces aren't fitting together*	**Works on task over time, leaving and returning to complete it** *e.g., continues to work on Lego structure over 3-day period; creates grocery store out of hollow blocks, adding more detail each day, and involves other children in playing grocery*
25. Explores cause and effect	**Forerunners** Notices an effect *e.g., shows pleasure in turning light switch on and off, wants to do it again; repeatedly stacks blocks and watches them fall* Looks for something when it is out of sight	**Notices and comments on effect** *e.g., while shaking a jar of water says, "Look at the bubbles when I do this"; after spinning around and stopping says, "Spinning makes the room look like it's moving up and down"*	**Wonders "what will happen if" and tests out possibilities** *e.g., blows into cardboard tubes of different sizes to hear if different sounds are made; changes the incline of a board to make cars slide down faster*	**Explains plans for testing cause-and effect, and tries out ideas** *e.g., places pennies one by one in 2 floating boats ("I'm seeing which boat sinks first"); mixes gray paint to match another batch ("Let's put in one drop of white at a time 'til it's right")*

Learning and Problem Solving (continued)

Developmental Continuum for Ages 3-5

Curriculum Objectives		I	II	III
26. **Applies knowledge or experience to a new context**	**Forerunners** Follows familiar self-help routines at school (toileting, eating)—may need assistance	Draws on everyday experiences and applies this knowledge to similar situations *e.g., washes hands after playing at sand table; rocks baby doll in arms*	Applies new information or vocabulary to an activity or interaction *e.g., comments, "We're bouncing like Tigger" when jumping up and down with peer; uses traffic-directing signals after seeing a police officer demonstrate them*	Generates a rule, strategy, or idea from one learning experience and applies it in a new context *e.g., after learning to access one computer program by clicking on icons, uses similar procedures to access others; suggests voting to resolve a classroom issue*

Logical Thinking

Developmental Continuum for Ages 3-5

Curriculum Objectives		I	II	III
27. Classifies objects	**Forerunners** Finds two objects that are the same and comments or puts them together Groups similar kinds of toys together such as cars, blocks, or dolls	Sorts objects by one property such as size, shape, color, or use *e.g., sorts pebbles into three buckets by color; puts square block with other square blocks*	Sorts a group of objects by one property and then by another *e.g., collects leaves and sorts by size and then by color; puts self in group wearing shoes that tie and then in group with blue shoes*	Sorts objects into groups/subgroups and can state reason *e.g., sorts stickers into four piles ("Here are the stars that are silver and gold, and here are circles, silver and gold"); piles animals and then divides them into zoo and farm animals*
28. Compares/ measures	**Forerunners** Notices something new or different *e.g., a new classmate or a new toy on the shelf* Notices similarities of objects *e.g., "We have the same shoes"*	Notices similarities and differences *e.g., states, "The rose is the only flower in our garden that smells"; "I can run fast in my new shoes"*	Uses comparative words related to number, size, shape, texture, weight, color, speed, volume *e.g., "This bucket is heavier than that one"; "Now the music is going faster"*	Understands/uses measurement words and some standard measurement tools *e.g., uses unit blocks to measure length of rug; "We need 2 cups of flour and 1 cup of salt to make dough"*
29. Arranges objects in a series	**Forerunners** Uses self-correcting toys such as form boards and graduated stacking rings Sorts by one attribute *e.g., big blocks and little blocks*	Notices when one object in a series is out of place *e.g., removes the one measuring spoon out of place in a line and tries to put it in right place*	Figures out a logical order for a group of objects *e.g., makes necklace of graduated wooden beads; arranges magazine pictures of faces from nicest expression to meanest*	Through trial and error, arranges objects along a continuum according to two or more physical features *e.g., lines up bottle caps by height and width; sorts playdough cookies by size, color, and shape*
30. Recognizes patterns and can repeat them	**Forerunners** Completes a sentence that repeats in a familiar story Hums, sings, or responds to a chorus that repeats in a familiar song Completes a simple form board	Notices and recreates simple patterns with objects *e.g., makes a row of blocks alternating in size (big-small-big-small); strings beads in repeating patterns of 2 colors*	Extends patterns or creates simple patterns of own design *e.g., makes necklace of beads in which a sequence of 2 or more colors is repeated; continues block pattern of 2 colors*	Creates complex patterns of own design or by copying *e.g., imitates hand-clapping pattern (long clap followed by 3 short claps); designs a 3-color pattern using colored inch cubes and repeats it across the table*

Logical Thinking (continued)

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
31. **Shows awareness of time concepts and sequence**	**Forerunners** Follows steps in simple routine such as in dressing or at naptime Demonstrates understanding of what comes next in daily schedule *e.g., goes to the table anticipating mealtime*	**Demonstrates understanding of the present and may refer to past and future** *e.g., responds appropriately when asked, "What did you do this morning?"; talks about, "Later, when Mom comes to pick me up"*	**Uses past and future tenses and time words appropriately** *e.g., talks about tomorrow, yesterday, last week; says, "After work time, we go outside"*	**Associates events with time-related concepts** *e.g., "Tomorrow is Saturday so there's no school"; "My birthday was last week"; "I go to bed at night"*
32. **Shows awareness of position in space**	**Forerunners** Moves objects from one container to another Follows simple positional directions with assistance *e.g., puts paper in trash can*	**Shows comprehension of basic positional words and concepts** *e.g., puts object* in, on, under, on top of, or next to *another object as requested*	**Understands and uses positional words correctly** *e.g., "Come sit near me"; "The fish food goes on the top shelf"*	**Shows understanding that positional relationships vary with one's perspective** *e.g., turns lotto card around so player opposite him can see it right side up; "I can reach the ring when I'm on the top step, but from here it's too far"*
33. **Uses one-to-one correspondence**	**Forerunners** Places an object in each designated space *e.g., puts a peg doll in each hole in a toy bus*	**Matches pairs of objects in one-to-one correspondence** *e.g., searches through dress-ups to find two shoes for her feet*	**Places objects in one-to-one correspondence with another set** *e.g., lines up brushes to make sure there is one for each jar of paint; goes around the table placing one cup at each child's place*	**Uses one-to-one correspondence as a way to compare two sets** *e.g., lines up cubes across from a friend's row to determine who has more; puts one rider next to each horse saying, "Are there enough horses for all the cowboys?"*
34. **Uses numbers and counting**	**Forerunners** Understands the concept of "one" *e.g., picks up one object when asked* Understands the concept of more *e.g., picks up more of something when directed, or asks for more cheese*	**Imitates counting behavior using number names (may not always say one number per item or get the sequence right)** *e.g., says the numbers from 1 to 5 while moving finger along a row of 8 items (not realizing that counting means one number per item)*	**Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)** *e.g., counts out 5 pretzels taking one at a time from bowl; counts a collection of objects but may count an object more than one time*	**Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total** *e.g., counts 8 bottle caps and says, "I have 8"; spins dial, then moves board game piece 6 spaces; draws 5 figures to show members of family*

Representation and Symbolic Thinking

Curriculum Objectives	Developmental Continuum for Ages 3-5 I	II	III
35. **Takes on pretend roles and situations**	**Forerunners** Imitates simple action *e.g., picks up phone; rocks baby* With adult or peer support, imitates routines *e.g., pretends to feed doll; pours coffee; pretends to sleep*	Performs and labels actions associated with a role *e.g., feeding the baby doll, says, "I'm the Mommy"; picks up phone and says, "Hello, is Suzie there?"*	Offers a play theme and scenario *e.g., "Let's play school"; while listening to doll's heartbeat with stethoscope announces that it's time to get the baby to the hospital*	Engages in elaborate and sustained role play *e.g., suggests a play theme and discusses who will do what; discusses with peer what to buy at grocery store, takes pocketbook and goes to grocery store*
36. **Makes believe with objects**	**Forerunners** Imitates adult's or another child's use of familiar objects *e.g., rocks doll; stirs the pot* Interacts appropriately with objects with adult or peer support *e.g., responds to pretend phone call by putting phone to ear and vocalizing*	Interacts appropriately with real objects or replicas in pretend play *e.g., uses a broken phone to make a pretend phone call; puts playdough cookies on little plastic plates*	Uses substitute object or gesture to represent real object *e.g., holds hand to ear and pretends to dial phone; builds a sand castle and puts shell on top for "satellite dish"*	Uses make-believe props in planned and sustained play *e.g., pretends with a peer to be garage mechanics working on cars made of blocks; sets up scene for playing school—students sit on pillows and teacher has a box for a desk*
37. **Makes and interprets representations**	**Forerunners** Labels scribbles as people or common objects Interacts and builds with blocks Begins to use descriptive labels in construction play *e.g., "house," "road"*	Draws or constructs and then names what it is *e.g., draws pictures with different shapes and says, "This is my house"; lines up unit blocks and says, "I'm making a road"*	Draws or builds a construction that represents something specific *e.g., makes a helicopter with Bristle Blocks; draws 6 legs on insect after looking at beetle*	Plans then creates increasingly elaborate representations *e.g., uses blocks to make a maze for the class gerbil; draws fire truck and includes many details*

LANGUAGE DEVELOPMENT

Listening and Speaking

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
38. **Hears and discriminates the sounds of language**	Forerunners Notices sounds in the environment *e.g., pays attention to birds singing, sirens* Joins in nursery rhymes and songs	Plays with words, sounds, and rhymes *e.g., repeats songs, rhymes, and chants; says, "Oh you Silly Willy"*	Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way *e.g., makes up silly rhymes ("Bo, Bo, Biddle, Bop"); says, "My name begins the same as popcorn and pig"*	Hears and repeats separate sounds in words; plays with sounds to create new words *e.g., claps hands 3 times when saying "Su-zan-na"; says, "Pass the bapkin [napkin]"*
39. **Expresses self using words and expanded sentences**	Forerunners Uses non-verbal gestures or single words to communicate *e.g., points to ball* Uses 2-word phrases *e.g., "All gone"; "Go out"*	Uses simple sentences (3-4 words) to express wants and needs *e.g., "I want the trike"*	Uses longer sentences (5-6 words) to communicate *e.g., "I want to ride the trike when we go outside"*	Uses more complex sentences to express ideas and feelings *e.g., "I hope we can go outside today because I want to ride the tricycle around the track"*
40. **Understands and follows oral directions**	Forerunners Associates words with actions *e.g., says "throw" when sees ball thrown; throws when hears the word* Follows oral directions when combined with gestures *e.g., "come here" accompanied with gesture*	Follows one-step directions *e.g., "Please get a tissue"*	Follows two-step directions *e.g., "When you get inside, please hang up your coat"*	Follows directions with more than two steps *e.g., follows directions to put clay in container, wipe table, and wash hands when activity is finished*
41. **Answers questions**	Forerunners Answers yes/no questions with words, gestures, or signs *e.g., points to purple paint when asked what color she wants*	Answers simple questions with one or two words *e.g., when asked for name says, "Curtis"; says, "Purple and blue" when asked the colors of paint*	Answers questions with a complete thought *e.g., responds, "I took a bus to school"; "I want purple and blue paint"*	Answers questions with details *e.g., describes a family trip when asked about weekend; says, "I want purple and blue like my new shoes so I can make lots of flowers"*

Listening and Speaking (continued)

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
42. **Asks questions**	**Forerunners** Uses facial expressions/ gestures to ask a question Uses rising intonation to ask questions *e.g., "Mama comes back?"* Uses some "wh" words (what and where) to ask questions *e.g., "What that?"*	**Asks simple questions** *e.g., "What's for lunch?" "Can we play outside today?"*	**Asks questions to further understanding** *e.g., "Where did the snow go when it melted?" "Why does that man wear a uniform?"*	**Asks increasingly complex questions to further own understanding** *e.g., "What happened to the water in the fish tank? Did the fish drink it?"*
43. **Actively participates in conversations**	**Forerunners** Initiates communication by smiling and/or eye contact Responds to social greetings *e.g., waves in response to "hello" or "bye-bye"*	**Responds to comments and questions from others** *e.g., when one child says, "I have new shoes," shows own shoes and says, "Look at my new shoes"*	**Responds to others' comments in a series of exchanges** *e.g., makes relevant comments during a group discussion; provides more information when message is not understood*	**Initiates and/or extends conversations for at least four exchanges** *e.g., while talking with a friend, asks questions about what happened, what friend did, and shares own ideas*

Reading and Writing

Curriculum Objectives	Developmental Continuum for Ages 3-5 I	II	III
44. **Enjoys and values reading**	**Forerunners** Looks at books and pictures with an adult or another child Chooses and looks at books independently Completes phrases in familiar stories	Listens to stories being read *e.g., asks teacher to read favorite story; repeats refrain when familiar book is read aloud*	Participates in story time interactively *e.g., answers questions before, during, and after read-aloud session; relates story to self; acts out familiar story with puppets*	Chooses to read on own; seeks information in books; sees self as reader *e.g., gives reasons for liking a book; looks for other books by favorite author; uses book on birds to identify egg found on nature walk*
45. **Demonstrates understanding of print concepts**	**Forerunners** Points to print on page and says, "Read this" Recognizes logos *e.g., McDonald's* Recognizes book by cover	Knows that print carries the message *e.g., points to printed label on shelf and says, "Cars go here"; looking at the name the teacher has written on another child's drawing, says, "Whose is this?"*	Shows general knowledge of how print works *e.g., runs finger over text left to right, top to bottom as he pretends to read; knows that names begin with a big letter*	Knows each spoken word can be written down and read *e.g., touches a written word for every spoken word in a story; looking at a menu asks, "Which word says* pancakes*?"*
46. **Demonstrates knowledge of the alphabet**	**Forerunners** Participates in songs and fingerplays about letters Points out print in environment *e.g., name on cubby, exit sign*	Recognizes and identifies a few letters by name *e.g., points to a cereal box and says, "That's C like in my name"*	Recognizes and names many letters *e.g., uses alphabet stamps and names the letters—"D, T, M"*	Beginning to make letter-sound connections *e.g., writes a big M and says, "This is for* Mommy*"*
47. **Uses emerging reading skills to make meaning from print**	**Forerunners** Uses familiar logos and words to read print *e.g., cereal logos, "exit" and "stop" signs* Recognizes own name in print and uses it as a cue to find possessions *e.g., cubby, cot, placemat*	Uses illustrations to guess what the text says *e.g., looking at* The Three Pigs*, says, "And the wolf blew down the pig's house"*	Makes judgements about words and text by noticing features (other than letters or words) *e.g., "That must be Christopher's name because it's so long"; "You didn't write enough words. I said, 'A Book about the Dog Biff,' and you just wrote three words"*	Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print *e.g., "That word says* book*"; anticipates what comes next based on pattern in* Brown Bear*; figures out which word says* banana *because he knows it starts with* b

90

Reading and Writing (continued)

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
48. Comprehends and interprets meaning from books and other texts	Forerunners Repeats words and actions demonstrated in books *e.g., roars like a lion* Relates story to self and shares information *e.g., after hearing a story about snow says, "I made a snowman"*	Imitates act of reading in play *e.g., holds up book and pretends to read to baby doll; takes out phonebook in dramatic play area to make a phone call*	Compares and predicts story events; acts out main events of a familiar story *e.g., compares own feelings about baby brother to those of character; re-enacts* Three Billy Goats Gruff	Retells a story including many details and draws connections between story events *e.g., says, "The wolf blew the house down because it wasn't strong"; uses flannel board to retell* The Very Hungry Caterpillar
49. Understands the purpose of writing	Forerunners Watches when others write Pretends to write *(scribble writes)*	Imitates act of writing in play *e.g., pretends to write a prescription while playing clinic; scribble writes next to a picture*	Understands there is a way to write that conveys meaning *e.g., tells teacher, "Write this down so everyone can read it"; asks teacher, "How do I write* Happy Birthday*?"; says, "That's not writing, that's scribble-scrabble"*	Writes to convey meaning *e.g., on drawing for sick friend, writes own name; copies teacher's sign, "Do Not Disturb," to put near block pattern; makes deliberate letter choices during writing attempts*
50. Writes letters and words	Forerunners Scribbles with crayons Experiments with writing tools such as markers and pencils Draws simple pictures to represent something	Uses scribble writing and letter-like forms	Writes recognizable letters, especially those in own name	Uses letters that represent sounds in writing words

Teaching Strategies, Inc.
P.O. Box 42243
Washington, DC 20015
800-637-3652
www.TeachingStrategies.com

92

ISBN 1-879537-61-3

Class Summary Worksheet

PS 029825

The Creative Curriculum®

Developmental Continuum

For Ages 3-5

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY
L. Bram
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
2A

TEACHING STRATEGIES
THE CREATIVE CURRICULUM® FOR PRESCHOOL

93

94

PUBLISHED BY:
Teaching Strategies, Inc.
P.O. Box 42243
Washington, DC 20015
www.TeachingStrategies.com
Printed in the United States
ISBN: 1-879537-62-1

Copyright © 2001 Teaching Strategies, Inc.
All rights reserved. No part of this book may be reproduced in any form or by any means without the prior written permission of Teaching Strategies, Inc.

The Creative Curriculum® Developmental Continuum for Ages 3-5

Class Summary Worksheet

SOCIAL EMOTIONAL DEVELOPMENT

Sense of Self

1. Shows ability to adjust to new situations				2. Demonstrates appropriate trust in adults				3. Recognizes own feelings and manages them appropriately				4. Stands up for rights			
F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III

SOCIAL EMOTIONAL DEVELOPMENT																PHYSICAL DEVELOPMENT															
Prosocial Behavior																Gross Motor															
10. Plays well with other children				11. Recognizes the feelings of others and responds appropriately				12. Shares and respects the rights of others				13. Uses thinking skills to resolve conflicts				14. Demonstrates basic locomotor skills				15. Shows balance while moving				16. Climbs up and down				17. Pedals and steers a tricycle (or other wheeled vehicle)				18. Demonstrates throwing, kicking, and catching skills			
F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III

PHYSICAL DEVELOPMENT												COGNITIVE DEVELOPMENT																			
Fine Motor												**Learning and Problem Solving**																			
19. Controls small muscles in hands				**20.** Coordinates eye-hand movement				**21.** Uses tools for writing and drawing				**22.** Observes objects and events with curiosity				**23.** Approaches problems flexibly				**24.** Shows persistence in approaching tasks				**25.** Explores cause and effect				**26.** Applies knowledge or experience to a new context			
F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III

Class Summary Worksheet

COGNITIVE DEVELOPMENT																															
Logical Thinking																															
27. Classifies objects					28. Compares/ measures				29. Arranges objects in a series				30. Recognizes patterns and can repeat them				31. Shows awareness of time concepts and sequence				32. Shows awareness of position in space				33. Uses one-to-one correspondence				34. Uses numbers and counting			
F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III

COGNITIVE DEVELOPMENT											
Representation and Symbolic Thinking											
35. Takes on pretend roles and situations				**36.** Makes believe with objects				**37.** Makes and interprets representations			
F	I	II	III	F	I	II	III	F	I	II	III

LANGUAGE DEVELOPMENT																							
Listening and Speaking																							
38. Hears and discriminates the sounds of language				**39.** Expresses self using words and expanded sentences				**40.** Understands and follows oral directions				**41.** Answers questions				**42.** Asks questions				**43.** Actively participates in conversations			
F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III

LANGUAGE DEVELOPMENT																											
Reading and Writing																											
44. Enjoys and values reading				**45.** Demonstrates understanding of print concepts				**46.** Demonstrates knowledge of the alphabet				**47.** Uses emerging reading skills to make meaning from print				**48.** Comprehends and interprets meaning from books and other texts				**49.** Understands the purpose of writing				**50.** Writes letters and words			
F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III

CHILDREN

Teaching Strategies, Inc.
P.O. Box 42243
Washington, DC 20015
800-637-3652
www.TeachingStrategies.com

ISBN 1-879537-62-1

Individual Child Profile

The Creative Curriculum®

Developmental Continuum

For Ages 3-5

Child's Name: _____

Date of Birth: _____

Teacher(s): _____

Program: _____

CHECKPOINT DATES:

1. _____/_____/_____

2. _____/_____/_____

3. _____/_____/_____

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY
L. Bram
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
2A

PS 029825

THE CREATIVE CURRICULUM® FOR PRESCHOOL

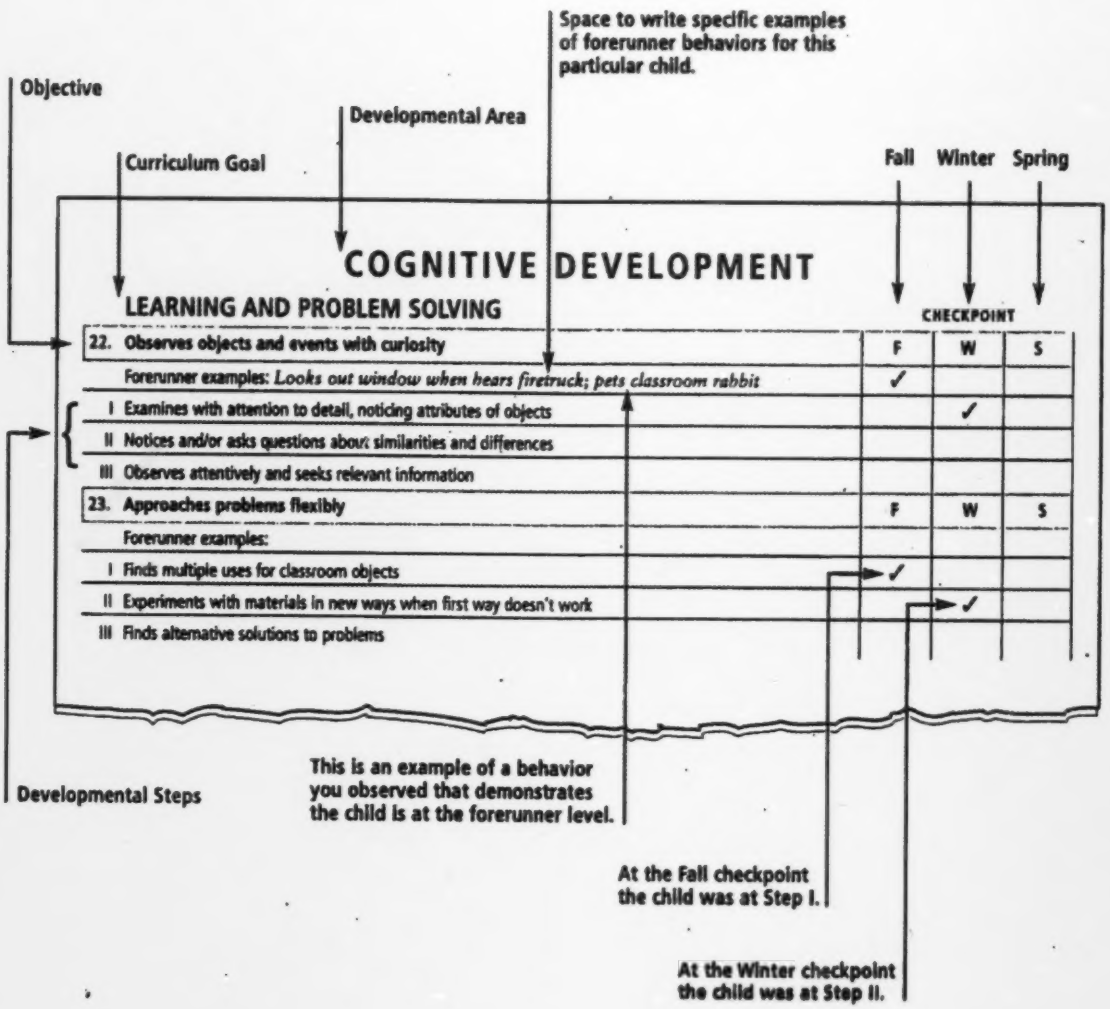
PUBLISHED BY:
Teaching Strategies, Inc.
P.O. Box 42243
Washington, DC 20015
www.TeachingStrategies.com
Printed in the United States
ISBN: 1-879537-46-X

Copyright © 2001 Teaching Strategies, Inc.
All rights reserved. No part of this book may be reproduced in any form or by any means without the prior written permission of Teaching Strategies, Inc.

INSTRUCTIONS

You use the Individual Child Profile to record information about a child at three checkpoints during a program year. This report will be a part of the child's record and will become the basis for the Child Progress and Planning Report that you will complete with family members. The Profile is **not** designed as a report card for parents.

The figure below illustrates the different parts of the form. The developmental areas, curriculum goals and objectives, forerunners, and developmental steps are taken directly from the Developmental Continuum. For examples of each step, as well as forerunners, please refer to your Developmental Continuum.


Space to write specific examples of forerunner behaviors for this particular child.
Objective
Developmental Area
Curriculum Goal
Fall
Winter
Spring
COGNITIVE DEVELOPMENT
LEARNING AND PROBLEM SOLVING
CHECKPOINT
22. Observes objects and events with curiosity
F
W
S
Forerunner examples: Looks out window when hears firetruck; pets classroom rabbit
✓
I Examines with attention to detail, noticing attributes of objects
✓
II Notices and/or asks questions about similarities and differences
III Observes attentively and seeks relevant information
23. Approaches problems flexibly
F
W
S
Forerunner examples:
I Finds multiple uses for classroom objects
✓
II Experiments with materials in new ways when first way doesn't work
✓
III Finds alternative solutions to problems
Developmental Steps
This is an example of a behavior you observed that demonstrates the child is at the forerunner level.
At the Fall checkpoint the child was at Step I.
At the Winter checkpoint the child was at Step II.

For further information about how to use the Individual Child Profile, please refer to Chapter 3 of *A Teacher's Guide to Using The Creative Curriculum® Developmental Continuum Assessment System.*

SOCIAL/EMOTIONAL DEVELOPMENT

SENSE OF SELF

	CHECKPOINT		
1. Shows ability to adjust to new situations	**F**	**W**	**S**
Forerunner examples:			
I Treats arrival and departure as routine parts of the day			
II Accepts changes in daily schedule and routines			
III Functions with increasing independence in school			
2. Demonstrates appropriate trust in adults	**F**	**W**	**S**
Forerunner examples:			
I Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy			
II Regards parents and teachers as resources and positive role models			
III Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers)			
3. Recognizes own feelings and manages them appropriately	**F**	**W**	**S**
Forerunner examples:			
I Identifies and labels own feelings			
II Is able to describe feelings and their causes			
III Is increasingly able to manage own feelings			
4. Stands up for rights	**F**	**W**	**S**
Forerunner examples:			
I Physically or verbally asserts needs and desires			
II Asserts own needs and desires verbally without being aggressive			
III Takes action to avoid possible disputes over rights			

RESPONSIBILITY FOR SELF AND OTHERS

	CHECKPOINT		
5. Demonstrates self-direction and independence	**F**	**W**	**S**
Forerunner examples:			
I Chooses and becomes involved in one activity out of several options			
II Completes multiple tasks in a project of own choosing with some adult assistance			
III Carves out and completes own task without adult assistance			
6. Takes responsibility for own well-being	**F**	**W**	**S**
Forerunner examples:			
I Uses self-help skills with occasional reminders			
II Uses self-help skills and participates in chores without reminders			
III Understands the importance of self-help skills and their role in healthy living			
7. Respects and cares for classroom environment and materials	**F**	**W**	**S**
Forerunner examples:			
I Uses materials in appropriate ways			
II Puts away used materials before starting another activity			
III Begins to take responsibility for care of the classroom environment			

RESPONSIBILITY FOR SELF AND OTHERS (continued)

	CHECKPOINT		
8. Follows classroom routines	**F**	**W**	**S**
Forerunner examples:			
I Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting			
II Understands and follows classroom procedures without prompting			
III Follows and understands the purpose of classroom procedures			
9. Follows classroom rules	**F**	**W**	**S**
Forerunner examples:			
I Follows classroom rules with reminders			
II Understands and follows classroom rules without reminders			
III Follows and understands reasons for classroom rules			

PROSOCIAL BEHAVIOR

	CHECKPOINT		
10. Plays well with other children	**F**	**W**	**S**
Forerunner examples:			
I Works/plays cooperatively with one other child			
II Successfully enters a group and plays cooperatively			
III Maintains an ongoing friendship with at least one other child			
11. Recognizes the feelings of others and responds appropriately	**F**	**W**	**S**
Forerunner examples:			
I Is aware of other children's feelings and often responds in a like manner			
II Shows increasing awareness that people may have different feelings about the same situation			
III Recognizes what another person might need or want			
12. Shares and respects the rights of others	**F**	**W**	**S**
Forerunner examples:			
I With prompts, shares or takes turns with others			
II Shares toys or allows turn in response to another child's request			
III Shares and defends the rights of others to a turn			
13. Uses thinking skills to resolve conflicts	**F**	**W**	**S**
Forerunner examples:			
I Accepts compromise when suggested by peer or teacher			
II Suggests a solution to solve a problem; seeks adult assistance when needed			
III Engages in a process of negotiation to reach a compromise			

PHYSICAL DEVELOPMENT

GROSS MOTOR

	CHECKPOINT		
14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)	**F**	**W**	**S**
Forerunner examples:			
I Moves with direction and beginning coordination			
II Moves with direction and increasing coordination			
III Moves with direction and refined coordination			
15. Shows balance while moving	**F**	**W**	**S**
Forerunner examples:			
I Attempts to walk along a line, stepping off occasionally			
II Walks along wide beam such as edge of sandbox			
III Walks forward easily, and backward with effort, along a wide beam			
16. Climbs up and down	**F**	**W**	**S**
Forerunner examples:			
I Climbs a short, wide ladder			
II Climbs up and down stairs and ladders, and around obstacles			
III Climbs and plays easily on ramps, stairs, ladders, or sliding boards			
17. Pedals and steers a tricycle (or other wheeled vehicle)	**F**	**W**	**S**
Forerunner examples:			
I Pedals in forward direction, steering around wide corners			
II Pedals and steers around obstacles and sharp corners			
III Rides with speed and control			
18. Demonstrates throwing, kicking, and catching skills	**F**	**W**	**S**
Forerunner examples:			
I Throws, catches, and kicks objects with somewhat awkward movements			
II Throws, catches, and kicks with increasing control			
III Throws and kicks at target and catches with increasing accuracy			

FINE MOTOR

	CHECKPOINT		
19. Controls small muscles in hands	**F**	**W**	**S**
Forerunner examples:			
I Manipulates objects with hands			
II Manipulates smaller objects with increasing control			
III Manipulates a variety of objects requiring increased coordination			
20. Coordinates eye-hand movement	**F**	**W**	**S**
Forerunner examples:			
I Performs simple manipulations			
II Performs simple manipulations with increasing control			
III Manipulates materials in a purposeful way, planning and attending to detail			
21. Uses tools for writing and drawing	**F**	**W**	**S**
Forerunner examples:			
I Holds a marker or crayon with thumb and two fingers; makes simple strokes			
II Makes several basic strokes or figures; draws some recognizable objects			
III Copies and draws simple shapes, letters, and words including name			

COGNITIVE DEVELOPMENT

LEARNING AND PROBLEM SOLVING

	CHECKPOINT		
22. Observes objects and events with curiosity	F	W	S
Forerunner examples:			
I Examines with attention to detail, noticing attributes of objects			
II Notices and/or asks questions about similarities and differences			
III Observes attentively and seeks relevant information			
23. Approaches problems flexibly	F	W	S
Forerunner examples:			
I Finds multiple uses for classroom objects			
II Experiments with materials in new ways when first way doesn't work			
III Finds alternative solutions to problems			
24. Shows persistence in approaching tasks	F	W	S
Forerunner examples:			
I Sees simple tasks through to completion			
II Continues to work on task even when encountering difficulties			
III Works on task over time, leaving and returning to complete it			
25. Explores cause and effect	F	W	S
Forerunner examples:			
I Notices and comments on effect			
II Wonders "what will happen if" and tests out possibilities			
II Explains plans for testing cause and effect, and tries out ideas			
26. Applies knowledge or experience to a new context	F	W	S
Forerunner examples:			
I Draws on everyday experiences and applies this knowledge to similar situations			
II Applies new information or vocabulary to an activity or interaction			
III Generates a rule, strategy, or idea from one learning experience and applies it in a new context			

LOGICAL THINKING

	CHECKPOINT		
27. Classifies objects	F	W	S
Forerunner examples:			
I Sorts objects by one property such as size, shape, color, or use			
II Sorts a group of objects by one property and then by another			
III Sorts objects into groups/subgroups and can state reason			
28. Compares/measures	F	W	S
Forerunner examples:			
I Notices similarities and differences			
II Uses comparative words related to number, size, shape, texture, weight, color, speed, volume			
III Understands/uses measurement words and some standard measurement tools			
29. Arranges objects in a series	F	W	S
Forerunner examples:			
I Notices when one object in a series is out of place			
II Figures out a logical order for a group of objects			
III Through trial and error, arranges objects along a continuum according to two or more physical features			

LOGICAL THINKING (continued)

	CHECKPOINT		
30. Recognizes patterns and can repeat them	**F**	**W**	**S**
Forerunner examples:			
I Notices and recreates simple patterns with objects			
II Extends patterns or creates simple patterns of own design			
III Creates complex patterns of own design or by copying			
31. Shows awareness of time concepts and sequence	**F**	**W**	**S**
Forerunner examples:			
I Demonstrates an understanding of the present and may refer to past and future			
II Uses past and future tenses and time words appropriately			
III Associates events with time-related concepts			
32. Shows awareness of position in space	**F**	**W**	**S**
Forerunner examples:			
I Shows comprehension of basic positional words and concepts			
II Understands and uses positional words correctly			
III Shows understanding that positional relationships vary with one's perspective			
33. Uses one-to-one correspondence	**F**	**W**	**S**
Forerunner examples:			
I Matches pairs of objects in one-to-one correspondence			
II Places objects in one-to-one correspondence with another set			
III Uses one-to-one correspondence as a way to compare two sets			
34. Uses numbers and counting	**F**	**W**	**S**
Forerunner examples:			
I Imitates counting behavior using number names (may not always say one number per item or get the sequence right)			
II Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)			
III Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total			

REPRESENTATION AND SYMBOLIC THINKING

	CHECKPOINT		
35. Takes on pretend roles and situations	**F**	**W**	**S**
Forerunner examples:			
I Performs and labels actions associated with a role			
II Offers a play theme and scenario			
III Engages in elaborate and sustained role play			
36. Makes believe with objects	**F**	**W**	**S**
Forerunner examples:			
I Interacts appropriately with real objects or replicas in pretend play			
II Uses substitute object or gesture to represent real object			
III Uses make-believe props in planned and sustained play			
37. Makes and interprets representations	**F**	**W**	**S**
Forerunner examples:			
I Draws or constructs and then names what it is			
II Draws or builds a construction that represents something specific			
III Plans then creates increasingly elaborate representations			

LANGUAGE DEVELOPMENT

LISTENING AND SPEAKING

	CHECKPOINT		
38. Hears and discriminates the sounds of language	F	W	S
Forerunner examples:			
I Plays with words, sounds, and rhymes			
II Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way			
III Hears and repeats separate sounds in words; plays with sounds to create new words			
39. Expresses self using words and expanded sentences	F	W	S
Forerunner examples:			
I Uses simple sentences (3-4 words) to express wants and needs			
II Uses longer sentences (5-6 words) to communicate			
III Uses more complex sentences to express ideas and feelings			
40. Understands and follows oral directions	F	W	S
Forerunner examples:			
I Follows one-step directions			
II Follows two-step directions			
III Follows directions with more than two steps			
41. Answers questions	F	W	S
Forerunner examples:			
I Answers simple questions with one or two words			
II Answers questions with a complete thought			
III Answers questions with details			
42. Asks questions	F	W	S
Forerunner examples:			
I Asks simple questions			
II Asks questions to further understanding			
III Asks increasingly complex questions to further own understanding			
43. Actively participates in conversations	F	W	S
Forerunner examples:			
I Responds to comments and questions from others			
II Responds to others' comments in a series of exchanges			
III Initiates and/or extends conversations for at least four exchanges			

READING AND WRITING

	CHECKPOINT		
44. Enjoys and values reading	**F**	**W**	**S**
Forerunner examples:			
I Listens to stories being read			
II Participates in story time interactively			
III Chooses to read on own; seeks information in books; sees self as reader			
45. Demonstrates understanding of print concepts	**F**	**W**	**S**
Forerunner examples:			
I Knows that print carries the message			
II Shows general knowledge of how print works			
III Knows each spoken word can be written down and read			
46. Demonstrates knowledge of the alphabet	**F**	**W**	**S**
Forerunner examples:			
I Recognizes and identifies a few letters by name			
II Recognizes and names many letters			
III Begins to make letter-sound connections			
47. Uses emerging reading skills to make meaning from print	**F**	**W**	**S**
Forerunner examples:			
I Uses illustrations to guess what the text says			
II Makes judgements about words and text by noticing features (other than letters or words)			
III Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print			
48. Comprehends and interprets meaning from books and other texts	**F**	**W**	**S**
Forerunner examples:			
I Imitates act of reading in play			
II Compares and predicts story events; acts out main events of a familiar story			
III Retells a story including many details and draws connections between story events			
49. Understands the purpose of writing	**F**	**W**	**S**
Forerunner examples:			
I Imitates act of writing in play			
II Understands there is a way to write that conveys meaning			
III Writes to convey meaning			
50. Writes letters and words	**F**	**W**	**S**
Forerunner examples:			
I Uses scribble writing and letter-like forms			
II Writes recognizable letters, especially those in own name			
III Uses letters that represent sounds in writing words			

Teaching Strategies, Inc.
P.O. Box 42243
Washington, DC 20015
800-637-3652
www.TeachingStrategies.com

123

ISBN 1-879537-46-X

CREATIVE CURRICULUM FOR PRESCHOOL

Child Progress and Planning Report

Child's Name: _____ Date: _____

Teacher(s): _____ Family Member(s): _____

Summary of Developmental Progress:

SOCIAL/EMOTIONAL	COGNITIVE
Sense of Self; Responsibility for Self and Others; Prosocial Behavior	Learning and Problem Solving; Logical Thinking; Representation and Symbolic Thinking
PHYSICAL	**LANGUAGE**
Gross Motor; Fine Motor	Listening and Speaking; Reading and Writing

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY
L. Bram
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
2A

FAMILY COMMENTS AND OBSERVATIONS	NEXT STEPS AT SCHOOL AND AT HOME

PS 029825
BEST COPY AVAILABLE

Teacher(s) Signature: _____ Family Member(s) Signature: _____

SOCIAL/EMOTIONAL DEVELOPMENT

Sense of Self

1. Shows ability to adjust to new situations
2. Demonstrates appropriate trust in adults
3. Recognizes own feelings and manages them appropriately
4. Stands up for rights

Responsibility for Self and Others

5. Demonstrates self-direction and independence

BEST COPY AVAILABLE

6. Takes responsibility for own well-being
7. Respects and cares for classroom environment and materials
8. Follows classroom routines
9. Follows classroom rules

Prosocial Behavior

10. Plays well with other children
11. Recognizes the feelings of others and responds appropriately
12. Shares and respects the rights of others
13. Uses thinking skills to resolve conflicts

ED 029825

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

L. Bram

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

2A

TEACHING STRATEGIES

© 2001 Teaching Strategies, Inc. Washington, DC

BEST COPY AVAILABLE

THE CREATIVE C

GOALS AND

PHYSICAL DEVELOPMENT

Gross Motor

14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)
15. Shows balance while moving
16. Climbs up and down
17. Pedals and steers a tricycle (or other wheeled vehicle)
18. Demonstrates throwing, kicking, and catching skills

BEST COPY AVAILABLE

Fine Motor

19. Controls small muscles in hands
20. Coordinates eye-hand movement
21. Uses tools for writing and drawing

BEST COPY AVAILABLE

URRICUL M

FOR PRESCHOOL

OBJECTIVES

COGNITIVE DEVELOPMENT

Learning and Problem Solving

22. Observes objects and events with curiosity
23. Approaches problems flexibly
24. Shows persistence in approaching tasks
25. Explores cause and effect
26. Applies knowledge or experience to a new context

BEST COPY AVAILABLE

Logical Thinking

27. Classifies objects
28. Compares/measures
29. Arranges objects in a series
30. Recognizes patterns and can repeat them
31. Shows awareness of time concepts and sequence
32. Shows awareness of position in space
33. Uses one-to-one correspondence
34. Uses numbers and counting

Representation and Symbolic Thinking

35. Takes on pretend roles and situations
36. Makes believe with objects
37. Makes and interprets representations

BEST COPY AVAILABLE

LANGUAGE DEVELOPMENT

Listening and Speaking

38. Hears and discriminates the sounds of language
39. Expresses self using words and expanded sentences
40. Understands and follows oral directions
41. Answers questions
42. Asks questions
43. Actively participates in conversations

Reading and Writing

44. Enjoys and values reading
45. Demonstrates understanding of print concepts
46. Demonstrates knowledge of the alphabet
47. Uses emerging reading skills to make meaning from print
48. Comprehends and interprets meaning from books and other texts
49. Understands the purpose of writing
50. Writes letters and words

BEST COPY AVAILABLE